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The purpose of this institute was to consider the ways in which various phases of interlibrary cooperation could be developed in a large and geographically scattered system composed of many once autonomous units which have developed independently up to the present. Attending the institute were librarians from the City University of New York and other large academic libraries in the area as well as administrators and other college librarians interested in inter-library cooperation. Papers presented at the institute discussed: (1) the library complex in the State University of New York and the various cooperative projects and plans in that system, (2) the unification of the City University and how it will affect the building of physical facilities, including libraries, (3) research library cooperation on a national level, and (4) the cooperative programs between the University of North Carolina and Duke University as examples of library cooperation in a metropolitan area. Appended is a selective bibliography of 24 items on library cooperation. (JB)

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New Directions for the City University Libraries

a conference
april 18, 1968
proceedings

The Library Association of The City University of New York

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NEW DIRECTIONS FOR THE CITY UNIVERSITY LIBRARIES

Papers Presented At An Institute

Sponsored By

The Library Association of the City University of New York

April 18, 1968

Edited With An Introduction By

BETTY-CAROL SELLEN and SHARAD KARKHANIS

Published At

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of
The City University of New York

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INTRODUCTION

The Library Association of the City University of New York has sponsored, from time to time, conferences, institutes, and other meetings in order to improve professional skills and library service. The purpose of the 1968 Institute, "New Directions for City University Libraries," was to consider the ways in which interlibrary cooperation could be developed in a large and geographically scattered system composed of many once autonomous units which have developed independently up to the present.

The City University has over thirteen units throughout the five boroughs of New York. There are seven senior colleges, with more to open soon, many community colleges, and The John Jay College of Criminal Justice. The senior colleges offer the usual liberal arts and sciences and education undergraduate programs and there are master's degree and doctoral programs scattered throughout the system, some being offered at several campuses, others at only one. The community colleges offer a great variety of courses of study, both academic and technical. There is also a University Graduate Center. Advanced doctoral work and colloquia in many programs are given at the Center.

All of these various units have library collections. Since most of the older units were once independent, the building of collections has been done without regard for what other city colleges are doing. Since 1961, when the City University was created, there has been concern among librarians about the expense and duplication of effort by each college library going on its own separate way. This concern led to the planning of the 1968 Institute.

The program of the Institute was planned to include discussion of various phases of cooperation: physical facilities, technical processes, acquisition, administration, and readers' services.

Invitations to the Institute were extended to all librarians in the City University of New York, to librarians in other large academic libraries in the area, and to other college librarians and administrators considered to be interested in inter-library cooperation. The Institute was attended by over 200 persons coming from many library systems.

Carl R. Cox spoke about the library complex in the State University of New York and the various cooperative projects and plans in that system. Arnold A. Arbeit spoke about the unification of the City University and how it will affect the building of physical facilities, including libraries. Dr. Stephen McCarthy spoke about library cooperation on a national level, and Dr. Jerrold Orne reported on the cooperative programs between the University of North Caroline and Duke University.

A complete, verbatim record of the proceedings of the Institute is not presented here. It was not possible to include all of the comments made from the floor.

The Institute Committee is grateful to the Chancellor of The State University of New York, the Chancellor of the City University of New York, and the Dean of the Graduate Center of the City University of New York for their financial assistance. The Committee also wishes to extend its appreciation to Dr. Jacob I. Hartstein, President, Kingsborough Community College in making available Kingsborough's facilities for printing this document.

Betty-Carol Sellen
Co-Chairman, Institute
Committee

Sharad Karkhanis
President, LACUNY

October 31, 1968

MORNING SESSION

9 a.m. - 12 noon

Presiding - David Peele

Good morning ladies and gentlemen. I should like to welcome all of you to this Conference on New Directions for The City University Library, and I would like to begin by offering a rather brief apologia pro vita sua, to quote a famous writer. My name is David Peele. I am an Associate Professor in the Library Department at Staten Island Community College, and I am presiding here today. The day after tomorrow I am going to attend another ceremonial occasion, one in which my role, according to Emily Post and Amy Vanderbilt, is really rather minor; no one looks at me very much; I do mumble a couple of answers to important questions - the role is that of groom at a wedding. Consequently if during the course of today's proceedings my voice cracks, or you see me sitting up here with a rather vacant or bemused expression on my face, or indeed one of sheer terror, I will ask the indulgence of the people sitting in front of me, as well as our speakers to the right and left.

I would also like to make another fundamental break with tradition. It is customary at the conclusion of a conference such as this to have the presiding officer thank and call for a round of applause for those persons responsible for putting on the conference. It is also customary at the conclusion of such conferences to have one-half as many people in the audience as were here in the morning, and to have that one-half applauding not so much in gratitude for the work of the committee as in gratitude that the conference is over. There is an old saying that the most effective conference committee is one consisting of three persons, two of whom are inactive. There is much truth in this from the point of view of efficiency, but from the point of view of having more people concerned that the conference will be a success, I think there is something to be said for the wider participation that we had for this conference. A lot of hard work went into the making of it and the names of those who put that time in are listed on the back of your program. I'd like to call out the names of those people and ask that they stand and after they have all stood, and while we are all fresh, call for a round of applause for them. Lois Afflerbach, Queens; Judith Bartlett, York; Catherine Brody, New York City Community; Donald Bryk, Queensborough Community; Virginia Cesario, City College; John Clune, Kingsborough Community; Arthur Goldzweig, Hunter; Wilma Hawkins, Staten Island Community, who I believe is still outside registering; Joan Marshall, Brooklyn; Jackie Peldzus, Brooklyn; Ann Randall, Queens; Lois Schneider, Queens; Patricia Schuman, New York City Community; Erika Svuksts, Brooklyn; Murray Wortzel, Hunter

College; and the Co-Chairmen of the Conference, Marnesba Hill and Betty-Carol Sellen. Thank them, one and all.

The people who just stood, as well as many others here, are members of an association called the Library Association of The City University of New York, which is the organization which is sponsoring this conference. A short while ago you heard me refer to myself as Professor and during the course of the day, as I introduce the introducers, I will also use that title. It is not a simply honorary one. We are members of the faculty of the various colleges of our City University. We have the faculty rank, the faculty salaries and the faculty responsibilities. Needless to say, it was not an easy thing to persuade the City of New York to give these to us, it was indeed a long hard fight. Many organizations and many people fought that fight and in the forefront of such organizations was the Library Association of The City University.

Here to tell you a little bit about the Library Association and to introduce those who lent us financial and moral support is the President of the Library Association, Professor Sharad Karkhanis of Kingsborough.

Greetings: President Karkhanis

Invited speakers, representatives of the Chancellor of the City University, and Chancellor of the State University and the Dean of Graduate Studies, my colleagues from CUNY and SUNY, honored guests, ladies and gentlemen:

I am delighted and honored to welcome you all to this one-day conference sponsored by the Library Association of the City University of New York.

Some thirty years ago, when the Library Association was first established, its objectives were articulated as being principally three:

> 1) ___"to encourage cooperation among the libraries of the City University of New York.
> 2) ___to stimulate the professional growth of the librarians on their respective staffs, and
> 3) ___to promote the interests of the members of the Association."

It was in an effort to achieve these three objectives that our Association decided to sponsor a Spring Institute "New Directions for City University Libraries." But surely such a meaningful professional activity as this conference, requires little formal justification. The reasons for holding it are compelling. The much-talked about knowledge explosion, the enormous increase in college and university enrollments and the spectacular growth of the City University Library System have all had tremendous impact upon us both as individual librarians and as a professional group. More than ever, it is incumbent upon us to sit down together to discuss our mutual problems and concerns if we are to chart a course for maximum library development. While cherishing the advantages to be derived from our relative autonomy as separate institutions within a larger system, we must recognize the pressing need for greater progress in the complex area of inter-library cooperation. Indeed, if our well-meaning efforts are not to be dissipated on uncoordinated projects, we must explore ways of combining our resources and our talents along imaginative lines. For this reason, library cooperation was chosen by the Institute committee as the recurring theme and focus of the conference. We sincerely feel that the gentlemen you will hear today are exceptionally well qualified to speak to us. They are not all librarians. One is an architect and yet another, our luncheon speaker, a former U. S. Ambassador to Thailand. From start to finish we trust you will find what they have to say stimulating and rewarding. Two features of today's program to which I would like to call your attention are the tour of the Brooklyn College Library which will take place immediately following the luncheon, and the commercial exhibits of the products we use in our profession. Eight commercial outfits Bro-Dart, IBM, Polaroid, Sedgwick Print-Out, Remington Rand, Baker and Taylor, Bowman and Littlefield, and 3M Company have set up their exhibits to bring you up-to-date on their products. I hope you will take time out to see these exhibits.

Before turning to our invited speakers I want you to know that the conference you are attending today has been given financial support by Chancellor Bowker of CUNY, Chancellor Gould of SUNY and Dean Hyman Kublin of the Graduate Center.

We are fortunate that we have here today Dean Kublin of the Graduate Center, Vice-Chancellor Birnbaum representing Chancellor Bowker and Dr. Robert H. Deiley representing Chancellor Gould. I would like to call upon these gentlemen to say a few words of greeting.

Greetings: Vice Chancellor Birnbaum, City University of N. Y.

On behalf of Chancellor Bowker, I would like to welcome you as you begin your Conference on New Directions for The City University Libraries.

The agenda indicates that you will be placing special emphasis on inter-library cooperation. This subject is extremely relevant and appropriate for us. The 1968 Master Plan, in a special section devoted to libraries, will indicate that one of our goals during the next seven years will be the establishment and maintenance of a system of cooperative library usage, acquisition and inter-library lending and copying services, both within the colleges of The City University and with other institutions on a local, regional and national level. The Master Plan will also indicate that the development of The City University libraries will be given extremely high priority during the next seven years.

We hope that the leadership for the development of one of our greatest university's resources will be shared by the Council of Chief Librarians, by the University Dean of Libraries, who will be appointed, and by the membership of the Library Association of The City University of New York.

I am sure your meeting this morning will not only be rewarding for you personally, but for the future development of the educational program of The City University of New York as well.

Thank you very much.

Greetings: Dean Hyman Kublin, Graduate Center, CUNY

Professor Peele, President Karkhanis, members of the faculty and friends:

It was just seven years ago that The City University of New York was established by the State Legislature of New York and since that time we have come a long way. In 1961, we were composed of four senior colleges and six community colleges. In the following year, 1962, we established the Graduate Center, and in subsequent years we have phased in a number of new senior colleges as well as community colleges.

It is apparent that now, in 1968, we have witnessed a tremendous change in The City University. One of the most fundamental changes that has taken place during the past seven years has been the establishment of the University Graduate Division, most particularly the doctoral programs of The City University of New York. At the present time we have some 22 doctoral programs, and by September of this year, some 24. At the present time there are some 1200 students registered in the doctoral program. Recently, for purposes of The Master Plan, we have made a number of projections which indicate that by 1975 the City and State will have approximately double the number of doctoral programs, and perhaps as many as 4,000 doctoral students. I think it is not too much to say that by 1975 The City University of New York will be one of the principal Ph. D dispensing institutions in the United States.

Manifestly in these many changes that have occurred, the libraries of The City University will have to play a tremendous role, particularly in expediting the graduate programs. I am very happy to observe that your thesis for today is New Directions in the Libraries of The City University of New York. This is quite pertinent because The City University, as a whole, has been embarking upon new directions. I am also happy to note that one of the themes of your conference is cooperation, cooperation amongst the libraries and certainly in the implementation of the programs, the graduate programs in particular, of The City University of New York. We invite your full cooperation.

Thank you.

Greetings: Dr. Robert Deily, State University of New York

Fellow Librarians; the reason I am here, not Dr. Gould, he wanted me to tell you, was that this morning he has a meeting here in New York City with a group of Presidents of French universities, called "Rectors".

This afternoon he and Chancellor Bowker are meeting to discuss, in a tentative way, something about salvaging the New York Public, supporting them perhaps to be a resource library for both City University of New York and the State University of New York. A study has just been made by the American Council of Learned Societies, looking for an additional financial source of revenue for the New York Public Library, and that is probably why the Chancellor is not here today. SUNY does have an interest, an automatic interest in all of your colleges, both four year and two year, and we also have a financial interest in the two year colleges.

We say that medical books and science books aren't worth much after five years. I looked at your program this morning and I find out that programs go out of date much faster than medical and science books. If you will look at the title of Mr. Carl Cox as Director of Library Systems of the State University of New York, the program is out of date because for two or three weeks Carl has been the Head Librarian of the Herbert H. Lehman College.

We are happy to have so many representatives from City University, not only from the libraries within the metropolitan area, Staten Island, Queens and so on, but I notice in the audience a great many librarians from more rural areas. I think we have a great deal to learn from you today than we have to give. We are late in the program and thank you for inviting me.

INTRODUCTION OF CARL R. COX

Marnesba Hill

Distinguished guests and fellow librarians. I could enumerate many facts about our first speaker. I could tell you, for instance, that he has the Masters Degree in library service from Columbia University. I could tell you that he was a news and picture editor for Acme News Pictures, Inc., in Chicago. I could tell you that he was a subject cataloger at New York Public; a subject cataloger at the Library of Congress; that he was principal librarian of technical services at California State Library. I could tell you that he was the Assistant Director of library technical services at the University of Maryland. I could tell you that he was with the State University of New York, but the most important thing I can tell you today is that he has now joined The City University of New York and that not only is he with The City University, he is at what will soon be the newest senior college within The City University, The Herbert H. Lehman College, as of the first of July. I would also like to tell you, and I am very pleased to tell you, that he is my boss.

It is with a great deal of pleasure that I present to you at this time, the Chief Librarian of Hunter College in the Bronx, to become the Herbert H. Lehman College, Professor Carl Cox who will discuss library cooperation in a State University system.

LIBRARY COOPERATION IN A STATE UNIVERSITY SYSTEM

Carl R. Cox

I have been asked to talk to you this morning about library cooperation in a state university system. Had I known that Dr. Deily was to be present I can assure you that I would have found a way to con him into delivering this speech. After all, he can still speak officially for the State University of New York, which is the particular state university I will be talking about, while, as you know, I am in the position of being merely an ex-employee of that system--not entirely discredited, I hope, but most certainly without sanction as a spokesman. In fact, as I began to organize my thoughts for this occasion the other day I realized that both in my involvement with State University at this moment and in the fragmented story I have to relate I am very much in the position of the third child in one of the oldest anecdotes told about cooperation. I am sure you have all heard that one--the one about the father trying to instill in his children the spirit of service and helpfulness to others, who questioned the youngsters one night about how they had each helped their mother that day. The first child responded eagerly, "I washed the dishes," the second boasted, "I dried them," and the third added proudly, "I picked up the pieces." That, then, is my position this morning. I am picking up the pieces.

That my story will be episodic is at least partly due to the very nature of cooperative endeavors. They do not spring into being full-grown, but rather are developed slowly, so that looking at any system at a given point in time is likely to give the impression of a great deal of disjointed effort being expended in various corners with no one paying attention to the unifying middle. And all too often, I regret to say, no one is. It is because SUNY has been a shade luckier than most systems in channeling all of this cooperative drive toward eventual unification that it is worth describing some of its projects this morning. Since these are projects in a developmental stage, however, and, as such, only pieces of the desired total system, it might be well for me to spend a little time in reviewing the background which brought about the necessity for cooperation and the mosaic which it is hoped these current efforts will eventually complete, even though some of you in this audience undoubtedly know the story only too well.

The University, established in 1948, is comprised of 67 colleges and centers, of which 60 are currently in operation. There are 4 university centers, 2 medical centers, 10 colleges of arts and sciences, 8 specialized and contract schools, 6 two-year agricultural and technical colleges, and 30 community colleges. Three additional arts and sciences schools and 5 more community colleges are presently in varying stages of planning and development. Graduate work at the doctoral level is offered at 12 campuses, and at the masters level at 24 campuses. Each campus is administered locally through its president, while the Chancellor of the University, with the approval of the Board of Trustees and assisted by the central administrative staff at Albany, determines university-wide policy and coordinates planning through a device of review and approval of campus academic plans. The last figure I had on enrollment was in excess of 120,000 full-time students (with part-timers, over 180,000), while the faculty numbered 9,600. Present plans call for an enrollment of some 260,000 full-time students and a faculty of over 20,000 by 1974, with an expansion to 81 campuses.

What the University inherited as libraries on existing campuses in 1948 were the teacher's college libraries stocked with good collections in the field of education but inappropriate for a full liberal arts teaching program, and the libraries of the agricultural and technical institutes with equally limited and specialized collections. The operative word for the entire library complex was inadequate--inadequate facilities, inadequate collections, inadequate staffing, and most crucial of all, inadequate financial support. The long fight to remedy these conditions was to last almost 15 years before the factors were right to make really dramatic changes in the overall pattern. And yet I contend that State University is luckier than most. At the time when the state fiscal authorities were ready to dedicate large sums of money to building State University the top administration of the University itself was determined that libraries should have a high priority in the resulting allocations. As a result, great strides have been made in the past few years in both providing new facilities and increased book budgets. Staffing is still a problem, unfortunately--as where is it not?--and even after the expenditures of huge sums--the combined book budgets last year alone exceeded eight million dollars--there still exists a great unevenness among the libraries of the system, ranging as they do from new community colleges with barely 3,000 volumes to the largest collection of about 700,000 volumes at the University at Buffalo.

Even more fortunate for the University, perhaps, was the presence of a group of librarians in the system who were willing to cooperate with the administration and with each other in building a system rather than merely a collection of competing libraries. Shortly before the period of accelerated growth began the librarians themselves had requested that libraries as a function be represented on the central administrative staff and the position of Associate for Library Services was created. He serves as a liaison between the librarians and the central staff, both advising the administrative offices on library matters and interpreting central administration policy to the individual campuses. Meeting with him at regular intervals is the Chancellor's Committee on Libraries, made up of representatives of the various types of libraries in the system, and this group makes recommendations on state-wide library needs to the Chancellor. After it became apparent that automation was going to play such an important role in the development of the systems' libraries still another central staff position was added, that of Director of Library Systems Development.

The administration under Chancellor Gould was convinced from the beginning that the only hope of administering this mammoth complex of campuses was in the development of a total information system utilizing automation and this conviction, as you will note as I describe the projects under way, has influenced most of the cooperative ventures so far. It must have been a very agreeable surprise to the Chancellor to discover that the librarians of the system not only were not dismayed by the prospect of automation in their field, but had for the most part already realized that the only way in which they could hope to serve the increasing student body and faculty adequately was through reliance upon the system to supplement the local campus collections. The climate of cooperation toward unifying the system for the common good was there, and I have no doubt this played a large part in averting the loss of operational autonomy which most such unification programs promote. It is important to point out here that every project now under way in the system with the exception of one, centralized processing, was started by either a local campus library or a group of those libraries, and was extended in its scope to serve the systems needs rather than being decreed by central authority. The case of the proposed processing center was a central administration project, backed however by the expressed wish of a large number of the campus libraries. Great care is taken to preserve local autonomy of operation and I know of only one instance in my time in the system where a direct operational mandate was issued by the administration. This was the case of the adoption of the Library of Congress classification, where a directive was issued to those of the 30 fully-supported schools which were still on Dewey to present budgets which would enable them to accomplish reclassification over a period of no longer than three years. This mandate, because of its budgetary implications, was not issued to the community colleges but the last time I checked all but eight of those were now on LC also. I would be less than honest if I did not admit that this policy of preserving local autonomy often caused difficulties in keeping the train on the right track, so to speak. Natural born authoritarians like me had perforce to take refresher courses in diplomacy, and there were many times as I was dying the reputed 1000 deaths of the coward while on the way to a potentially bellicose meeting, when I wondered if this was really any way to run a railroad. But no one can argue with success and so far at least the locomotives are still chugging toward their destinations with a minimum number of derailments.

By the fall of 1966 a position paper on library development had been drawn up and blessed by the central staff's long range planning committee, passed by an educational communications group composed of librarians and representative faculty members from many campuses, submitted to the librarians for comment and amendment, and finally presented for approval to the Board of Trustees. The three significant recommendations passed by the Board, shorn of their officialese, constitute the mandate for development:

1) Establish a university-wide communications network, with remote access terminals and display units provided in the libraries of all our campuses.

2) Produce a computer-based union catalog of the holdings of the entire system suitable for system-wide retrieval.

3) Establish a processing center for the acquisition, cataloging, and physical preparation of new material.

Since that date all local campus library development proposals have been considered in the light of those objectives.

Now as to some of the projects under way. The first of these to be begun was the compilation of a union list of the serial holdings of the system. Like most of the efforts now taking place, this one was originally conceived as a project of more limited scope. In this case, the thought at the Upstate Medical Center was to produce a list of serials held in the system's three medical libraries but while still in the planning stage it was decided that with a bit of extra effort a list of all serials in the system could be assembled. As a result the center was granted extra money from central funds to support the broader project. The currently-received titles from such local and regional lists as were available were punched into cards and a preliminary checking edition was distributed to all the SUNY libraries. The libraries were requested to check their own holdings, add the information as to the beginning of their continuous run of each title, and add any currently-received titles not recorded. Since the list was in title entry form, the libraries were also asked to suggest see references wherever they had difficulty locating an entry. Although the response to the checking was not total, all but a few of the libraries completed their assignment as per schedule. The first edition of the union list was printed in November of 1966, containing these currently-received titles only. Between that time and the appearance of the second edition in October of 1967 the holdings of deceased titles were gathered and this second edition contains the complete record of both current and non-current serials, some 20,000 titles. The libraries have been asked to continue reporting new titles and revised holdings, since the plan calls for a new edition of the currently-received titles to be published each year and a revision of non-current titles at least every five years. The tape record of the union list, with the addition of some information and possibly with some reformatting, will serve as an input to the computer-based union catalog of all library holdings when that day arrives. Meanwhile, a spot check of the interlibrary loans between the SUNY campuses for the year after the first edition of the list appeared showed an increase in borrowing on this type of material of roughly 115 per cent, which if it did nothing else must have relieved some of the pressure on Cornell, Columbia and the State Library.

The second project begun was the Computerized Biomedical Network, which was intended originally to serve as a pilot project for the total system concept. This sub-system will link together by remote card input-output terminals connected with a computer installation in Syracuse the Downstate Medical Center Library in Brooklyn, the Upstate Medical Center Library in Syracuse, the Health Sciences Library in Buffalo, the medical library of the University of Rochester, and, when it is opened, the medical library of the State University at Stony

Brook. The typewriter-like terminals in each library will be used to query the central computer store and to receive written responses. In addition to the current acquisitions, catalog records for all monographs with a 1962 or later imprint date in the SUNY libraries (Rochester is just along for the ride) are being converted to machine-readable form for entry into the computer store so that a union catalog of all post-1962 holdings in this field is being created. The information from the MEDLARS tapes will be added to provide additional bibliographic searching capability. From this base it will be possible to locate any item in the State University medical library complex, print union lists or selected bibliographic holdings of the libraries jointly or of any one of them separately, subject searches can be made upon demand of all monographic literature and of MEDLARS listed items, current awareness services can be provided on each campus through the selective dissemination of information to individual faculty members. The Library of Congress Machine Readable Catalog format (MARC) has been followed in converting the records so all information in the file will be interchangeable with the proposed university-wide system and with other systems nationally. This project also is experimenting with the amalgamation of MESH and Library of Congress subject headings in one file and is analyzing monographs chapter by chapter for depth subject coverage. This latter in effect means assigning somewhere between twenty and thirty subject headings to the average book. The conversion of records is being accomplished through the use of IBM Datatext equipment, entering the information directly into a computer in New York City through a terminal located in the Upstate Medical Library in Syracuse. The record conversion is well along toward completion and search programs for the system have been written and partially tested. Terminals are already installed in the libraries and the computer is due for delivery in Syracuse this month, I believe. By this fall the system should be operative.

While the Biomedical Network was still getting under way and long before it could be utilized as a pilot project for the development of the university-wide system, the library of the University at Buffalo decided it wanted to convert its catalog to computer. The original plan was to put only abbreviated catalog information in machine store for quick retrieval and to enable them to print a book catalog which would replace the card catalog, leaving the shelflist record to provide more complete detailed information on any title. Since Buffalo has the largest collection in the system, it seems logical that a high percentage of the titles held by other SUNY libraries are also represented in the Buffalo collection, and thus this was recognized as an opportunity to provide the nucleus of a computer-based union catalog for the entire system. Discussions were held with Buffalo and they agreed to extend their conversion to the complete catalog record in accordance with the MARC format. This conversion of their total collection began almost a year ago with an estimated completion time of three years. Like the Biomedical Network, Buffalo is using the IBM Datatext equipment in the conversion, originally on line to a computer in Cleveland but now switched to a machine on the Buffalo campus. They began operating with four terminals on two shifts a day and when last I checked were considering a third shift. Student assistants have been trained to code the information as they enter it in the terminal directly from the shelflist card, with printed copy revised and corrections made before the entry is placed in permanent computer store. Since they are proceeding in shelflist order by LC classification it is probably that at some point even before the total job is finished print-outs by subject area can be furnished to the other campuses for checking and adding their holdings in the class. Buffalo is also a member of the Five Associated University Libraries, a group which has as one of its objectives the potential sharing of resources between the libraries of Buffalo, State University at Binghamton, Cornell, Rochester, and Syracuse. This is an interesting cooperative effort but I have chosen to consider this, like the many projects being promoted on a regional basis under the state's 3R's program, as lying outside my topic of cooperation within the university. Since Dr. McCarthy was one of the organizers of the Five Associated University Libraries, perhaps he will say a few words about the group and its goals later.

The last project I will mention is the proposed processing center which, although it is not yet a cooperative venture is designed to be. The proposal is to establish a State University operated center which would collect and consolidate orders from the campus libraries, catalog the books upon arrival, and deliver fully processed books and cards to the originating library. The design study for the center was completed by the Arthur D. Little consulting firm before I left State University and a few copies of the report may still be available for distribution. If not, all librarians in the State University system received a copy and those of you interested may be able to arrange a personal interlibrary loan. Many of the operational details were left to be settled in consultation with the participating libraries, but the overall plan provides for a highly automated center located in the New York City environs (preferably Rockland County), to begin by handling American in-print trade titles and expanding to foreign, out-of-print, and serials in later stages. Orders would be transmitted from input terminals in the participating libraries directly to the computer in the center, which would assign dealers and print out the orders. Truck pickups would be made from the major suppliers to increase the speed of acquisition of the material, and catalog copy would be obtained from existing files or the available LC MARC tapes where possible. All bill payments would be handled by the center, with a strict accounting to the libraries, catalog cards and labels would be printed by computer, and delivery of the finished product would be made on a regular schedule by commercial carriers. As far as I know at this point the funds have not been granted for the detailed planning stage in this next fiscal year, so I would assume this project will be delayed.

Originally, I believe, I was asked to indicate possibilities for cooperative projects in the City University. Four weeks ago, before I was a member of the CUNY system, I might have been rash enough to do this, but I am much too experienced a hand to make any public utterances at this stage that I might have to implement myself. I am sure all of you recognize better than I what similarities may exist between this system and that of the State University and can judge for yourselves what might be applicable here. I would remind you, too, although I may have sounded this morning like a latter-day Dr. Pangloss prating of the best of all possible worlds or may even have given you the impression that my colleagues at State University were all victims of some mysterious cooperative affliction akin to the medieval religious manias, that all was not perpetual sweetness and light. In my experiences in trying to promote cooperative projects I have often had to restore my sense of humor by remembering a retort the wife of a friend made to her husband's teasing. Pointing out their cat and dog slumbering peacefully side by side before the fireplace he had asked "Now why can't we get along as peacefully as they do, dear?" To which his very wise wife replied, "Try tieing them to each other and see what happens." Some fur usually flies in the process of establishing a workable and meaningful cooperation, but fortunately the rewards when the effort succeeds are so great that it makes the battles worthwhile.

QUESTIONS AND ANSWERS

QUESTION: (From Professor Rose Z. Sellers, Brooklyn College)

I am not as enamoured as some of the concept of COOPERATION, and since, before I ask my question of Professor Cox, I am going to say some things about it which will be unpalatable to its supporters, I prefer to remain anonymous. I will refer to myself as Miss Be-all-you-can-be Read.

My suspicious approach to COOPERATION stems not from mere personal prejudice, but from my reading of library literature. I recall that in the study made of interlibrary loans among medical libraries in the New York area it was found that a disproportionate part of the load fell on a few major libraries, with the smaller institutions being on the borrowing side, exclusively. You may say that's how it should be, but

I see a great danger in the generosity of the large libraries. The knowledge that they can borrow what they need may influence those who control the purse strings of the smaller ones not to expand their own collections beyond what they are forced to buy. This is borne out by the study I mentioned; one would expect, for example, that continued borrowing of certain serial titles would indicate the need to purchase them, but that has not been the case. Apparently it is tempting to continue to exploit the resources of a free-handed institition and use the money saved toward the purchase of other admittedly reputable goals - a little theatre or a research laboratory.

I am aware that it is simply unrealistic to expect every library to provide its patrons with every publication they call for; however, it is the other extreme that is the more likely, that libraries will be lulled by the idea of COOPERATION into a continuing inadequacy. And this leads me, by slow stages, to the question I want to ask the speaker. Is it not true, as I now fear, that the growing sophistication of hardware will provide additional encouragement to administrators of weak libraries to leave them that way? Will they not be lead to think that telefacsimile and other devices can shore up their lame local resources?

While I recognize the potential usefulness of the statewide network described by Professor Cox, I submit that if a borrower at Stony Brook wants to curl up in bed with a copy of Moby Dick (assuming that he prefers that to the more titillating LSD), it won't satisfy him to be told that Stony Brook doesn't own its own copy but can give him an instant look at the first edition in the library at Albany!

ANSWER:

Let me hasten to assure you that I am not in favor of inadequate collections either. I am certain that there is no intention among State University libraries of neglecting to purchase, within the limits of their respective budgets, any title for which there is a steady demand locally. The system as developed is intended to locate and supply fringe area titles, material which a professor may need quickly to answer a specific research problem, out-of-print titles, and back volumes of the more obscure journals. Items for which there is a continuing or frequent demand should of course be in the local collection.

Since the system will be of benefit to libraries with weak resources, no doubt some administrators of such libraries will tend to use the availability of the system as still another excuse for poor local support. This is a matter of administrative attitude, however, and not of system development. With or without new technological development such administrators will always find justifications for their particular point of view.

QUESTION: (From unknown)

How has the State University automated machinery actually worked? There has been a long tradition that automated machinery does have its breakdowns. Has it been so in the State University, or has the system worked fairly smoothly?

ANSWER:

The machines do break down on occasion and this is a factor that should be considered in planning the system. One of the many determinants is the selection of a specific piece of equipment should be the availability of quick service, and a substitute method of operation during possible breakdown periods should be included in the original system design. To my knowledge, we have had a minimum amount of trouble or delay due to machine down time in the State University projects now under way.

QUESTION: (From Margaret Rowell of the Graduate Center of The City University)

How does the State University system tie in with the MARC project if they are using title entries, since the MARC Project does use the Library of Congress entries?

ANSWER:

First, let me say that the State University system uses the LC entries in all its machine records except for the union list of serials, where title entries are used. So far, of course, the conflict with MARC has been potential rather than actual since the MARC Project has confined itself to monographs. Presumably, however, when serials are included in MARC they can be expected to be listed in the LC entry form.

I may be naive in my faith, but I do not believe this conflict will prove to be very serious. In addition to the fact that the majority of the periodicals even under LC rules are entered under title, which cuts the size of the problem, I suspect that due to differences in format and information content the serials file may be maintained separately from the monographic file even under MARC - and if it is not it certainly could be so maintained in local files produced from the LC tapes. More important in solving this apparent conflict, however, is the flexibility of the machine-readable file. As librarians we are conditioned to the inflexibility of print and the concept of the first line on a card being the retrieval element. Therefore, if we need a title, a subject, or an added entry approach we make separate entries for each of those elements in our catalogs. In a machine file, with each element tagged, a single entry does the entire job and the machine can be instructed to search and recover the information in any of these ways from that one entry. Thus, though the State University entry may be by title that entry can be matched with the MARC entry by title. Similarly, the information printed out from the MARC tapes can be printed in any order, so that if we wish to maintain our title entry we would instruct the machine to print in that fashion.

Whether or not State University will maintain its title entry for serials I do not know, but if it should I see no great difficulty in utilizing the information provided by MARC.

QUESTION: (From an Exhibitor)

Would a private institution be eligible or could he buy his way in, let's say, to the State University cooperative project?

ANSWER:

As it is planned now the center would handle processing for SUNY system libraries only. This was decided purely on the basis of anticipated workload, with 29 libraries in the system having already indicated that they wish to be included among the first participants. After the center is operating if it appears that there is time to handle additional accounts beyond the SUNY system requirements I am sure that the University would welcome other institutions, probably on a paying basis.

QUESTION: (From Unknown)

How was the State University system able to actually affect this cooperative pattern which Professor Cox spoke of?

ANSWER:

Mostly through a great deal of missionary work, aided immeasurably by the willingness of the librarians in the system to cooperate for the good of the entire complex. In addition to working with individual campus libraries to establish major components of the planned system, at every group meeting some aspect of the total plan was discussed and usually a progress report was given on what had been accomplished toward implementation. When campus plans and budget requests were submitted to Central Staff both Dr. Deily and I reviewed the library sections to see that proposed local developments did not run counter to the overall system, and often made trips to the campus concerned to discuss in detail the meshing of their project with the system-wide concept. The major problem was the dissemination of standardized and complete information throughout such a large system and special pains were taken to accomplish this. When the schools were mandated to the Library of Congress classification, for example, two three-day workshops were held for head catalogers and their assistants to familiarize them with both the application of the LC schedules and with the ways in which this standardization of classification would be useful in the systems approach.

Despite all efforts we were not one hundred percent successful. Some local projects were started in contrary directions and will eventually have to be converted to tie-in with the system.

INTRODUCTION OF STEPHEN A. McCARTHY

Arthur Goldzweig

Just a moment ago Dr. McCarthy passed me a note saying that he is not a professor, and you will notice that I will not be using the term "professor" in regard to Dr. McCarthy. He is much too distinguished to be called a professor.

Dr. McCarthy has held positions at Northwestern, at the University of Nebraska, Columbia University and, of course, from 1946 through 1967, Head of the Cornell University Libraries. During his term as Director of the Cornell Libraries, the library staff was increased from 70 to 323, and the expenditure from $360,000 to nearly $4,000,000. The John N. Olin Research Library was constructed during Dr. McCarthy's administration. Dr. McCarthy has reported on the library system in Egypt, and more recently he was at the University of London Institute of United States Studies.

On January 1st of this year, he assumed his new position as Executive Director of the Association of Research Libraries--an organization whose varied professional activities are well known to us. It was ARL, for example, which sponsored the publication of Keyes Metcalf's monumental effort on planning academic and research libraries. It is ARL which has long maintained standing committees on cataloging, the Farmington Plan, fair use in photocopying, automation, paper preservation and the like. It is ARL that holds meetings dealing with such topics as the effective distribution of non-GPO publications; the progress of machine readable cataloging and the problem of overhead as a factor in government research. The latter topic was one to which Dr. McCarthy addressed his attention at a recent annual meeting.

Dr. McCarthy is, of course, internationally distinguished as a library building consultant. In 1964 at Hunter College I had the pleasure of meeting Dr. McCarthy and recommending to the President of the college to secure his advice for our Advisory Committee on Planning. In the preface of his superb report on the Hunter College Library building needs, Dr. McCarthy said, in November, 1964, "The suggestions and recommendations represent my assessment of the Hunter College Libraries. I hope that they may prove useful in the development of the college in the next decade". That hope is now bearing fruit as Dr. McCarthy is our present consultant in planning our new library at Park Avenue.

It is a personal pleasure to introduce Dr. McCarthy.

RESEARCH LIBRARY COOPERATION

Stephen A. McCarthy

In this paper I propose to look at selected examples of cooperation among research libraries, to consider what has been done, and what more might be done, and to suggest some of the things that, in my judgment, are required to bring about significant results.

This is the age of cooperation, of associations, and of consortiums in the field of higher education. Cooperative undertakings are popular things these days and one hears talk about them on all sides. A variety of forces have brought this about, but among them it is easy to identify a few major ones: First, the sources of support for higher education, whether they be the federal government, the foundations, the state government, or individual donors- all advocate varying degrees and types of cooperative undertakings and sharing of resources and facilities as a means of making the available dollar buy more; second, there are the wants and demands of the consumers, which are steadily expanding, becoming more diverse and, in many areas, seeking greater depth; third, there are the greatly increased numbers - students, faculty and research workers - involved in higher education at all levels; and fourth there is the "knowledge explosion" resulting from increased emphasis on research. For libraries, translate "knowledge explosion" into "publication explosion" and you have the present situation in which libraries, despite larger expenditures and increased efforts, are steadily losing ground in their efforts to meet rising demands.

If you put these factors together, you are faced with needs, demands, pressures, and problems which are greater than individual institutions themselves can cope with. Institutions, like people, when faced with problems that are bigger than they can grapple with, look to others for help. One of the ways in which to find help is to join with one's peers, develop a combined approach, divide up duties and responsibilities and thus seek through the combined effort to come closer to meeting the overall problems than each institution acting on its own could possibly hope to do.

A survey undertaken by the U.S. Office of Education in 1965-66 showed that there were 1296 consortiums in the field of higher education.[1] Some of these were just coming into being and others were expiring, but well over a thousand were in being and active at that time. In the past two years this number has increased, although I do not believe there is any accurate count at the present time. In any case, there are now over one thousand consortiums of various kinds in existence among higher educational institutions in the U.S. Not all of these consortiums include libraries. In some cases the nature of the consortium is such that no library involvement or relationship seems desirable or appropriate. In other cases, consortiums are solely devoted to libraries. I would be hesitant to try to suggest the number of cooperative groups or consortiums in which research libraries are involved, but I suppose that every self-respecting university research library is probably involved in several cooperative organizations.

It may be useful at this point to consider briefly the activities in which research libraries have engaged cooperatively as a means of making more concrete what we are talking about. I believe that aside from the normal service of inter-library loan and photocopy in which research libraries and others have engaged for many years, the principal emphasis in cooperative undertakings in research libraries has been the development of resources, the strengthening of collections. The reason for this is obvious. A second area of cooperative endeavor has been the sharing of specialized collection and specialized staff with each cooperating library contributing such specialities as it had, or could provide. A third development has been the preparation of some types of common records, frequently not going to the full extent of union catalogs but instead developing special guides, finding lists and cooperative catalogs in limited areas. The principal effort of research libraries in this area is the National Union Catalog at the Library of Congress to which most of the major research libraries regularly contribute the record of their acquisitions. Many other cooperative ventures in cataloging and processing have been undertaken from time to time with mixed success. Such ventures, if they are of rather limited scope and not overly ambitious, seem to achieve more than larger programs. The larger programs, perhaps because of the complexity of the work involved, tend to break down because they become unmanageable. Still another area which has seemed suitable for cooperative undertaking is the planning of library buildings. In the immediate post war years, a group of university libraries held a series of meetings and shared their problems of programming and designing new library buildings. This early cooperative endeavor has long since become institutionalized as the ALA building conferences which are held annually prior to the summer meeting of the ALA.

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[1] Raymond S. Moore, A Guide to Higher Education Consortiums: 1965-66. (Washington, D.C., U.S. Department of Health, Education and Welfare, Office of Education 1967).

With these items as background for the picture of cooperation among university and research libraries, it may be useful to look at some of the specific operations as examples of what has been done and as a possible guide to what may be done in the future.

THE FARMINGTON PLAN

The best known national cooperative effort of research libraries is represented by The Farmington Plan. The Farmington Plan is an agreement among a group of the larger university and research libraries to divide up responsibility for acquiring publications in various fields of knowledge with each participating library assuming responsibility for acquisition, cataloging and reporting to the National Union Catalog in the assigned fields. The overall objective has been to assure, to the extent possible, that at least one copy of every current monograph deemed useful for research would be available in this country. Assignments to libraries were made on a subject basis for the countries of western Europe, but for most of the rest of the world geographic basis was used. There have been criticisms and complaints about the Farmington Plan ranging from those who described some of the material received as trash to those who claim that the dealers responsible for selecting material for inclusion in the Farmington Plan ommitted many important publications. What can be said without challenge, however, is that the Farmington Plan has brought into this country many publications which otherwise might not have been acquired and has recorded these publications in the National Union Catalog.

P. L. 480 PROGRAM AND SHARED CATALOGING PROGRAM

In some respects the Farmington Plan is now being superseded by two other undertakings which have come into being in more recent years, the P. L. 480 Program and the National Program for Acquisitions and Cataloging or Shared Cataloging Program of the Library of Congress. The P. L. 480 Program is limited to current publications from countries in which the U.S. Government has an excess of local currency. From these funds appropriations are made to the Library of Congress for the acquisition and preliminary listing of the current output of publications in these countries. The plan is limited to those countries in which such funds are available.

The Shared Cataloging Program on the other hand is a program instituted under Title II-C of the Higher Education Act of 1965 which provides funds to the Library of Congress to acquire and catalog promptly publications of research value from all parts of the world. The program started in western Europe and is now being extended to Eastern Europe, Latin America, and Japan. In time, if this Program continues to grow, it may replace the Farmington Plan, but at the present time the Farmington Plan continues alongside the National Program for Acquisitions and Cataloging and the P. L. 480 Program.

In the future the Farmington Plan may be directed to the acquisition of retrospective publications leaving current materials to be covered by P. L. 480 and NPAC.

The Shared Cataloging Program began as an effort to eliminate duplication in original cataloging among research libraries by doing it once and making the cataloging copy available to all. The term "cooperative cataloging" was not used because of unhappy experiences in the past. It was agreed that this effort would be made at the Library of Congress. Title II-C of the Higher Education Act of 1965 authorized the Library of Congress to perform this service and provided funds.

The Library of Congress has developed the program by working with the national bibliographic agencies in foreign countries and using cataloging entries prepared originally in each country by the local agency. Thus the term "shared cataloging" conceived originally as a domestic sharing enterprise has now become an international sharing and at the same time has turned into a powerful force for standardizing bibliographic entries on an international level. Cooperation can extend beyond the vision of those who initiate it.

THE CENTER FOR RESEARCH LIBRARIES - CHICAGO

Another nationwide cooperative undertaking is represented by the Center for Research Libraries in Chicago. The approach here is different from that of the Farmington Plan in that the cooperating institutions support the Center financially and help determine and guide its programs. Its objective is to gather in one place single copies of publications which are infrequently used but are important enough to be held in at least one location in this country. It undertakes to concentrate these holdings rather than to disperse them as does the Farmington Plan. The Center for Research Libraries performs other functions, such as serving as cooperative depository for little-used material with extra copies discarded, but its primary emphasis is on cooperative acquisitions. In addition to its main program, the Center for Research Libraries serves as the home for a variety of other cooperative enterprises, such as the Foreign Newspaper Microfilm Project of the Association of Research Libraries and various specialized cooperative collecting enterprises, such as one devoted to African materials and one devoted to Chinese materials. Because experience has shown that the provision of one copy of materials of value for research under the Shared Cataloging Program at the Library of Congress is insufficient to meet national needs, an effort is being made to amend Title II-C to authorize the Library of Congress to purchase more than one copy, the second copy to be a national loan copy which might be placed at the Center for Research Libraries, although no exact determination on this has been made.

In addition to these two large acquisition programs there are, of course, many smaller cooperatives engaged in by groups of libraries for their mutual benefit. One of these, which is widely known, is the LACAP* Program under which a group of libraries working through a bookseller undertake to collect the more important publications of Latin America. In order to get these materials cataloged, the participating libraries in many instances have agreed to take responsibility for cataloging the books of a particular country and share the results of their work with other libraries. Individual libraries in all parts of the country have entered into many comparable agreements. One with which I happen to be familiar is the Cornell program for publications from Thailand. For a number of years now, Cornell has regularly acquired two copies of all Thai publications, has cataloged them and then has supplied one copy plus catalog cards to Yale. Within the past year, this program has been extended to several more institutions.

CHINESE RESEARCH MATERIALS CENTER

A new type of cooperative is represented by the Chinese Research Materials Center now being established by the Association of Research Libraries with support from the Ford Foundation. In this enterprise the ARL serves as the agent for the Joint Committee on contemporary China of the Social Science Research Council and the American Council of Learned Societies. The objective is to make contemporary Mainland China publications more accessible to the American scholarly community. As you know the flow of publications from China has been uneven at best. Frequently it has been interrupted for varying periods of time with the result that Chinese holdings in American libraries are seriously incomplete and spotty. The Center proposes to improve this situation through microfilming and reprinting, or arranging for reprinting, of publications available in limited number of copies, through the publication of recommended lists and selected bibliographies and by developing union lists of various periodicals, newspapers, and documents. In cooperation with the Harvard-Yenching Institute and the State Department the Center is already microfilming Red Guard newspapers and offering positive prints or xerox copies for sale.

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*Latin American Acquisition Program

STATE PROGRAMS OF COOPERATION AMONG RESEARCH LIBRARIES

Here in New York State, as you all know, there is the 3 R's Program in which the research libraries of the State combine with college and public libraries through the leadership of the New York State Library to make the resources of the research libraries far more accessible than they have been in the past. One of the important features of the 3 R's Program is that the contribution of the large research libraries has been recognized. The plan involves financial support in a modest way for these libraries to enable them to render this service.

ONTARIO UNIVERSITY LIBRARY SYSTEM

Perhaps the most ambitious and energetic cooperative program now in existence on this continent among research libraries is that to be found in the Province of Ontario, Canada. It results from a study of higher education in the fourteen provincially assisted universities of Ontario. This study, known as the SPINKS' Report, disclosed the serious inadequacy of the libraries of these universities and concluded that graduate education of high quality would not be possible without a very large investment in library development. As a means of bringing this amount within reasonable limits, the decision was made to create the Ontario University Library System with the University of Toronto serving as the focal point. Plans envisage the development of each of the libraries at least to the level required to support master's work in all of the customary disciplines, but with development to the doctorate and research level in the social sciences and humanities concentrated in selected institutions.

In order to make this program function, a greatly enlarged and expanded program of interlibrary services has been introduced. At the present time this provides for a fleet of station wagons making daily trips to each of these libraries except the two located at a very great distance and these are served by air freight. In addition the new central library at the University of Toronto will provide space for faculty and students coming to Toronto from the other universities to work in the Toronto collections. These visitors will not only have special study facilities but they will have a special reference services as well. In time it is proposed to develop, at the University of Toronto, a bibliographic center which would serve all of the other university libraries as well as the University of Toronto. The special interlibrary service and visiting privileges are restricted to graduate students and faculty members. All libraries are connected by Telex. The interlibrary loan service is reported as excellent with materials being available frequently on the day following that on which the request is made. As new programs of study and research are proposed, one of the requirements will be that the library needs will be fully estimated and decisions regarding the program and its location will be made in the light of the total cost of the undertaking and other relevant factors. This aspect of the program is only now being approached for the first time. Institutional ambition and competitive interests may turn this into a severe test of the cohesiveness of the Ontario University system.

FIVE ASSOCIATED UNIVERSITY LIBRARIES

In upstate New York we do not have anything as dramatic as the Ontario University Library System, but there is an association of five libraries including State University at Binghampton, State University at Buffalo, Rochester, Syracuse and Cornell. The librarians and academic vice-presidents of these institutions began meeting about a year and a half ago. Out of a number of preliminary meetings the Five Associated University Libraries emerged. Its primary emphasis at the outset will be on systems studies designed to insure the compatibility and/or convertibility of the machine-readable records which it is expected will be developed in these institutions. This looks to the time when bibliographic information may be provided through machine terminals and consulted by any member of the participating institutions, even though the material in which he is interested may be located in one of the other institutions. In time, it is expected that this Association may move to the point where a greater degree of rationalization in development of collections may be feasible and acceptable. It is already apparent to the librarians in this Association that there is unnecessary duplication of relatively exotic material in two or more of the participating libraries. Solution of this problem is not in the hands of librarians, however, because in developing these collections the librarians are obliged to follow the lead of the universities.

NETWORKS FOR KNOWLEDGE

To the surprise of most of us, when H. R. 15067, the Higher Education Amendments of 1968, was introduced, it was found to contain a new Title IX entitled "Networks for Knowledge". This Bill would seek to encourage institutions to share collections, facilities and services by emphasizing the development of advanced communications systems, presumably computers and electronic transmitters. The emphasis is not solely on the sharing of library resources, although this has a prominent part in the Bill. In the Networks for Knowledge concept, stress is being put on systems work and programming designed to provide for the easy flow of information including library materials among the participating institutions.

With all of this cooperative activity occurring it seems to me that we need to move with our eyes open and with questions in our mind, as we undertake new cooperative ventures. Some of the thoughts and questions which we might well keep before us, it would seem include the following:

1. If the primary object of the cooperative is to save money, we may well be disappointed.

2. If the primary object is to do a better job with the resources than can be made available and if at the same time we recognize that there will be costs involved, there is a chance that we may achieve our objectives. There is never going to be enough money to do all the things that should be done in the field of higher education, research, and libraries. Therefore, if we can make the resources that can be provided go just as far as possible, we will be able to come closer to doing the kind of job we would like to do.

3. A special effort must be made to be sure that the possibilities and the potential demands are not viewed in too limited a way. In other words, the thinking and planning of the cooperative should be commensurate with the task to be carried out. I think this is an area in which we might seriously under-estimate needs, especially because of the steadily increasing number of students. On this very point, Robert Vosper, Librarian at UCLA, wrote as follows in his last annual report:

> "A major complication within the state system is the multiple competition for the same books and journals. As the numbers of faculty and graduate students increase on the newer campuses this problem will grow. In my judgment, the traffic concentrated on UCLA materials is already at a nearly unbearable level of competition. It is well enough to declare for coordinated access to a statewide pool of scarce research books, but unless such an ideal is managed realistically, in the face of the hard problems of space and time, the result may be a statewide pool of frustrated readers."[2]

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[2] Robert Vosper, Report of the University Librarian to the Chancellor for the year 1966-67, University of California Library, Los Angeles, p. 8.

4. An area of possible danger is that of the reaction which a cooperative program may create among faculty members and graduate students. If the results of cooperation are to discourage and disappoint faculty members and graduate students, then the program is not a success. One of the factors in attracting good faculty members and good students is the provision of superior library facilities. If an institution gets a reputation for poor library service and collections, it can cause real harm. To avoid this, special attention is necessary to insure full understanding of cooperative programs by readers. This may mean far more attention to local campus communication than has been customary in the past.

5. Cooperative acquisition programs must relate to the curricula offered by the participating institutions. If new courses and programs of study are introduced, especially new language and area programs, the cooperative, non-duplicating library collecting program may become irrelevant. Librarians would do well to see to it that the decisions of administrators and faculties to embark on such new undertakings take into account the library implications of their decisions in terms of the cost of duplication of library holdings and services and the undermining of the cooperative plan.

6. A test proposed by one writer on this subject is "what difference would it make if the cooperative disappeared?" Unless the cooperative does make a real difference and would be missed, its value is open to question.[3]

Higher education is now being expanded and developed far beyond the limits which most of us would have thought possible only a relatively short time ago. In this situation one way of trying to do a better job with resources which will always be limited is to develop sound cooperative library programs. What the library itself can do is limited. The library must follow the pattern and program of the institution and it is only as institutions make sound decisions and hold to them that libraries can follow suit in development of their collections and services. In the early stages of cooperation there was emphasis on development of collections

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3. Eldon L. Johnson, Consortia in Higher Education, Educational Record, 48, 341-347, Fall 1967.

and on union catalogs. In the stage which is here or directly ahead of us, this emphasis may change to emphasis on communications and transportation or transmission. The new emphases are important. Libraries must take full advantage of modern technological developments. It is still true, however, that the communications system only communicates what is available to be communicated. Therefore, although the emphasis may differ, collection development, it seems to me, remains the area to which research libraries that wish to function cooperatively will have to give great attention and stress. Similarly, communications may solve or lessen or change the problem of union catalogs. If catalogs can be developed and housed in computer memories to which access may be had through communication links, then the labor and costs of maintaining and updating union catalogs may be reduced or eliminated, or at least the service will be greatly expedited.

In my judgment librarians should cultivate the cooperative spirit, should look forward with interest to possible new cooperative endeavors, should work imaginatively and energetically to create cooperative programs and services as part of their professional responsibility, but they should keep their feet firmly on the ground and realize that not all problems will be solved by cooperation. Cooperation will only succeed to the extent that individual libraries and individual librarians perform well in their respective roles.

QUESTIONS AND ANSWERS

QUESTION: (From Prof. Jones, Brooklyn College as rephrased by Prof. Peele)

There were two points that Professor Jones of Brooklyn College wished to have brought up; to have Dr. McCarthy speak about the necessity of education for the higher echelon, the Presidents, the Deans, the various people who are responsible for the development of the institution and also to get the additional funds necessary for this cooperation using the example of the cooperation done in the multi-counties, so to speak, of libraries.

ANSWER:

Well Mr. Jones, I think my answer can be a lot shorter than your question. I would say that it is the job of any university librarian to try to educate those with whom he finds himself associated and some of these are Presidents and Provosts and Vice Presidents and Trustees. Others, of course, are library staff members. You are quite right. I think the need of education is always with us. One of the things that worries me greatly in this emphasis on cooperation is that some vice president may see in it an opportunity to cut the library budget, or, instead of letting it grow at a normal rate, hold it to 3%. In working with the Five Associated University Libraries, I have tried to stress that. I am not sure that I succeeded with a particular vice president whom Joe Newcomb and I might have in mind, but, nevertheless, the effort goes on. Leadership and sound judgment are terribly important in developing cooperative programs. Sometimes these qualities may be found within a group. Sometimes they may not be found there. Then, if the enterprise is to be successful, I think somehow they must be brought in or the effort must be made to bring them in. You realize, of course, that you don't call on the President and say, "Now, sir, I am here to educate you". But, nevertheless, in one way or another, one does try to carry this on. For example, just to pick a leaf out of my own book, when I went to Cornell there was a Library Board and the President, at that time, actually met with the Library Board. I was the Executive Secretary. I controlled the agenda and I wrote the minutes and I tried to use both as educational devices.

LUNCHEON SESSION

12 noon - 2 p.m.

Introduction - Sharad Karkhanis

Invited guests, my colleagues, ladies and gentlemen, it is a great honor for me as well as a deep personal pleasure to introduce to you our distinguished luncheon speaker--the Honorable Kenneth T. Young. Last summer, during the preliminary stages of planning for this conference, the members of the Institute Committee thought it would be an excellent idea to invite someone to address us who was not directly connected with the library profession, and who would speak to us on a timely topic significantly different from those to which the other speakers of the day would direct their attention. By so doing, we desired to accomplish two purposes. First, we hoped that the introduction of a larger subject into the proceedings of the conference would generate a measure of lively discussion while at the same time broadening the area of common professional concern. Secondly, we thought that a talk not dealing exclusively with traditional library matters might inject a welcome change of pace into the day's round of activities.

With this in mind, we decided to invite Mr. Young, an eminent diplomat and the incumbent President of the Asia Society. He will speak to us on a topic which in today's troubled world looms larger and larger in our national consciousness. Never before has there been quite so much concern about our tenuous relationship with the Red Chinese than there is at present. The ever-burgeoning influence of Red China has never been quite so dramatic, nor so far-reaching as it is today.

We are therefore exceptionally fortunate to have Mr. Young here to discuss this crucial subject with us. His knowledge and experience in this field are the result of a varied career in responsible positions within business and in the diplomatic service.

Born in Toronto, Canada; Mr. Young earned his B. A. and M. A. at Harvard. Last year he was awarded an honorary doctorate at Fairleigh Dickinson. Mr. Young began his career in the Government with a job as Research Assistant in the National Planning Board in 1942. From 1946 to 1949, he served as a Political Intelligence Officer in the State Department, and in 1949, he moved from this position to the Office of the Secretary of Defense as a Far Eastern Specialist. Subsequently, he was promoted to the Directorship of the Office of Northeast Asian Affairs, where he served for two years. In 1954 Mr. Young became the Director of the Office of the Southeast Asian Affairs. He remained in this position until 1958, and in that year moved to the Standard Vacuum Oil Co. as an executive. In 1961, at the request of President John F. Kennedy, Mr. Young went to Thailand as our Ambassador. In 1964, he came to New York as President of Asia Society, and has been serving in this position ever since.

In addition to these important assignments, Mr. Young has participated in numerous international conferences and high level negotiations. Just to quote a few, Mr. Young served as an Advisor to U.S. Delegation to Japanese Peace Conference of 1951. He also participated in the 1955 Geneva Conference. He was a Deputy U.S. Representative at the Panmunjom Negotiations of 1953-54, and Chief of the U.S. Delegation to 1964 Plenary Sessions of UN Economic Commission for Asia and the Far East.

Despite this busy schedule of international negotiations and conferences, Mr. Young has found time to write several articles and two books. Most that Mr. Young has written is in the field of Southeast Asian Politics. His articles have appeared in *Foreign Affairs* and *New York Times Magazine Section*. His first book, titled *Southeast Asia Crisis* was published in 1966. His second book, *Negotiating with The Chinese Communists* was published this January. Many of the reviewers have acclaimed this book as one of the best in the field.

With this brief introduction, I am proud to present to you the distinguished diplomat and scholar, the Honorable Mr. Kenneth T. Young. MR. YOUNG.

WASHINGTON - PEKING DIALOGUE

Kenneth T. Young

Mr. Chairman and Librarians:

I want to thank you very much for that very generous introduction.

To talk about China in a few minutes is a big assignment. There used to be a saying in Eastern Europe a few years back that an optimist learned Russian, while a pessimist learned Chinese. I heard a story very recently that President Johnson and Prime Minister Kosygin, at a recent meeting to look into the future of the world, could not come to any agreement, so our President suggested that they each take out their crystal ball and see what the future would be like over the next 10, 15 or 20 years. The President found some rather pleasant things apparently in his crystal ball as he looked at it. When he turned across the table to see what Prime Minister Kosygin was doing, he noticed that the Prime Minister had a very strained frown on his face. The President

Peoples Republic and any other Government. I do not know what the Russians and the Chinese may have discussed before or after the Sino-Soviet split of the early 60's.

Since 1965 there have been the same kind of elusive exchange or passing of views regarding Vietnam. What is said in private is secret. But there has been a considerable amount of public information given by both the Americans and the Chinese about these discussions so that I think it is accurate, from a point of view of scholarship, to say that the Americans have stated their position over and over again at Warsaw regarding Vietnam and the Chinese have done the same.

Now what have the results been? Well, in tangible terms, if you ask what is the result in terms of a written agreement, there has been only the one that I mentioned. No results after nearly 13 years. Why have they been continued if they have been so futile? Well, I think the main reason they have been continued is that both the American Government and the Chinese Government in Peking wish to continue this channel. It is sort of like plugging in this microphone here for you to hear me. As long as there is somebody talking, you know you are plugged in. You don't believe a word he says in terms of agreeing with him, but at least you know that the man on the other side is telling you what his Government's position is in private, even though it is 100% different from the American or the Chinese Communist point of view, in each case. So far -- as of today anyway -- despite the cultural revolution, the tumult and the shouting in China, and the Red Guards, the Government in Peking has given no sign that it wishes to suspend or terminate this contact with the United States Government. Particularly under President Johnson in the last 3 or 4 years, the American Government has made clear privately and in public that it wishes this contact, this diplomatic channel, to continue and even to expand, and to meet more frequently.

I say, and I am not quoting anybody in this regard, that when two countries sharing such total distrust and complete incompatability and are so near a mutual bomb line, it is much better to have this machine plugged in and to talk. Perhaps the tensions can be limited somewhat. Perhaps it is better to influence the blind role of fate and miscalculation around Vietnam, in the Formosa Straits, in Korea and the rest of Asia. In this strange triangular world of the Chinese, the Russians and the Americans, it is better for us to have a meeting every few months with the men from Peking than not to have it.

There have been many other consequences of a general nature not written down. I think it has helped to blow off steam. I know on one occasion in 1962 when President Kennedy used this channel to inform the Chinese in Peking, as he did the Chinese in Taiwan, that the United States would not support an attack from either side on the other. When there was really serious tension and a fear in Washington that a renewal of hostilities between the two Chinas might be taking place, this channel has been used on a number of occasions to signal intentions.

Signalling intentions accurately and with credibility is, of course, one of the reasons we need and support the profession of diplomacy. The accuracy of the word is vital. I think this channel has produced a certain credibility and lessened not the distrust of motives, because that is so big that it will take quite a long time to bridge, but I think it has helped to establish the believability, the credibility, of the two Governments in what each says is its position, its policy or its intention. If we did not have that, we would have no contact whatsoever and we have not been very successful from the U.S. standpoint in cooling off or warming up, however you want to put it, the relationships between mainland China and the United States since 1960.

I have reviewed the record as objectively as an ex-official of the State Department can, and sometimes he may be more objective in his criticism than those who have not been in the Foreign Service of the State Department. I think it is correct to say that the Americans have tried very hard to bring about this exchange of newsmen, professors and others, even to discuss the possibilities of non-strategic trade. Since 1960, however, the Government in Peking has not been interested in negotiations in a broad sense, in a broad strategic sense, either with the Soviet Government or with the American. There are different reasons on both sides. To us, Peking says: "Give up Taiwan and then we will talk about librarians and artists and archeologists and businessmen coming to China, but not until you give up Taiwan." That is the issue which they say stymies this dialogue, although in the first years it did not. At that time they were proposing this kind of exchange and the administration in Washington, in the late 50's, rebuffed the Chinese initiative.

Now, out of this there are one or two lessons I think we can draw for the future both in dealing with Peking as well as with Hanoi.

I mentioned the total distrust. We must take that very seriously because this affects the process of establishing relations. Distrust is partly back of the difficulty of finding a place to meet with Hanoi. The style and the world we move into when we negotiate with them is a different world from what we are used to. This is a truism, a platitude. But it is very important for the American negotiator, and for us as citizens of that great body of American public opinion, to try to make a mental jump into another world of thinking and acting, to do it objectively and not propagandize with hostile intent. We must try to understand the point of departure, because I believe very firmly that the tensions in Asia must be negotiated out however long it takes.

One of the differences in the style is time. In Panmunjom I remember the pressures from this country, from reporters, from editorialists who kept urging "Get on with the business. Concede the point. Don't waste time. Get it over with in a week or two (as people are now saying). Agree on a place. Make the concession. What is the point?" Well, time is long in Peking and in Hanoi. When they negotiate with their enemies, and we are their enemies, they don't see this as a nine-inning operation. The Chinese philosophy for centuries, and I think the Chinese Communists do reflect this, is to hold a cyclical view of time in epochs, in eras, in decades. Patient day after day, the communists can repeat the same statement using the same stereotype language over and over and over again until, sitting on the other side, your exasperated boredom is hard, almost impossible, to contain after four or five hours at Panmunjom, or four or five hours at Geneva and no variation day after day after day.

While time is one of the differences we must accustom ourselves to in dealing across the Pacific in many ways not just with the Communists, but particularly with Hanoi and Peking. There are other style differences too. They put a great deal of emphasis on form, process, status and face and this has something to do with this present difficulty over meeting with Hanoi in Warsaw and Cambodia. But it also has to do with something else which is not typical of the Western way of negotiating. I will use rather idiomatic, vernacular language here because time is short. They try to stack the deck. They do this particularly in the agenda, in the writing of the agenda. To an American, a Western lawyer, diplomat or businessman, an agenda is a non-partisan, neutral listing of the subjects to be discussed, just like the subjects in a card catalogue. It doesn't prejudice you, the other person, or the other party one way or another, except that you have agreed to talk about those subjects. You have disagreed to talk about subjects that lie outside the scope of negotiation. But in our experience with the Asian communists since the early 50's, the language of the agenda and the order of the agenda determine, or is designed to determine, the outcome of the negotiation for the communists. It doesn't mean that Peking or Hanoi will gain that outcome, but they are, in their view, more than 50% ahead of the game if you agree to their wording of the agenda.

On the surface it looks very simple, I would take the present case in point. If the United States agrees in writing to discuss the date for the cessation of all acts of war in North Vietnam, even before the two Ambassadors have met or even before ours has left Washington, Hanoi will say, "But you have already agreed to stop all acts of war, not to discuss it. You have agreed to because that is what it says right here." So one has to be very careful in this prehashing and negotiating of the agenda itself. It is tedious, time-consuming and very exasperating for those of us who are concerned about Americans being killed and Vietnamese being killed or about other aspects of this great tension between us and China.

Once the agenda is agreed to, however, if you can make it relatively impartial, neutral and non-stacked with no "agendamandering", then the real difficulties of the negotiating process begin, if there is a will to come toward some kind of agreement which is mutual. Now this gets into the very basic difficulty of why they do negotiate. What are their views of negotiation? In the Chinese traditional style, it has been customary for the other party to agree to the basic philosophy and the principle of the Chinese which the Chinese want accepted in the first instance at a very high level of abstraction. Then negotiation is just a matter of detail. This is a kind of victory and capitulation at the negotiating table, not a mutual accommodation arrived at by give and take, by bargaining, by compromise. We have faced that with the Chinese during the last 15 years. We may again with the North Vietnamese.

Although Vietnamese are very different from Chinese in many respects, they do not easily compromise. They expect us to capitulate. They are not looking for an accommodation.

In communist ideological terms, we are the enemy, indeed, the arch enemy. We are the "citadel of imperialism", "world imperialism". Since they believe as a matter of faith under Chairman Mao, that "imperialism", meaning the United States, and the West, are doomed and that socialism, in their version, will come out victor in 30 or 300 years, negotiation is merely a step along that road to our doom and their victory. The communist cannot accommodate an enemy. Now, our challenge is to try to bring about some sort of process between this either/or - either/all victory for them or all defeat for us. It will take a great deal of stamina and a great deal of patience in just sticking firm and knowing here in this country what we want at the end of the road by way of a negotiated settlement in Vietnam and East Asia.

And, finally, ladies and gentlemen, our difficulty in the dialogue with China is that we don't know who is in Peking at the moment. We know Chairman Mao is somewhere near Peking, but the cultural revolution has, temporarily in any event, immobilized any major decisions on the part of the Chinese Communist Government. I am not talking about their statements, their support of guerrilla movements all over South Asia, and their rapid completion of nuclear weapons and delivery capabilities I am talking about the stoppage of education in China today, the breakdowns in transportation, the political battles, the civil war, violence and deaths occuring there. We do not know who the storekeeper will be when Chairman Mao walks out the door, either the back door or the front door. No decisions can be taken.

We have to mark time and wait. I think that the maturity that Americans have learned in the very hard school we have been in during the last 20 years abroad, and the hard school we are now facing and must solve within our own society, will give us that patience to wait through these next few years of uncertainty, not of total blackness, but certainly to a period where there is some light on how China will be persuaded to join the world rather than wreck it or change the world in its own image.

Thank you very much for this invitation for me to be here today. Very best wishes to you.

SUMMARY OF RESPONSES TO QUESTIONS RAISED BY MEMBERS OF AUDIENCE

The reasons why the United States has not recognized "Red China" in terms of United Nations admission, although related, are very complicated. If one goes to history, both the policy and the attitude of the Americans for 20 years has been very hostile towards the Chinese Communist party and the Chinese Communist regime. The emotionalism which we Americans have felt not only in the last 20 years but in the last 100 is very high. It is mutual. There is this strange syndrome of rejection and attraction between Chinese and Americans. Some Chinese feel repulsed by the United States and Americans and others feel very much attracted. Americans have had some of the same reaction as persons and as governments. I always start off in 1949 and 1950. At the time when this question of recognition of what to do about Communist China was "moot" in the lawyer's term or "open to options" in the diplomat's term, before the Korean War began, the new regime in China made it impossible for us even to consider diplomatic relations. They forcibly removed all Americans, including American diplomats, consuls, embassy people, business people, missionaries, and scholars. All professional people were forced out of the country. It was very hard in the face of that kind of action -- especially very hard in 1950 for President Truman and Dean Acheson, the Secretary of State, to consider the arguments for recognition versus the arguments against recognition. This was a policy question in the first 6 months of 1950; whether, when, why and how to deal with communist China. Suddenly between January and June, before the Korean invasion, the Chinese said "Get out and stay out." They did everything officially and publicly, as well as secretly, to get the message across: "We don't want diplomatic relations with the United States."

I don't know why they did that. But then the Korean war started, and maybe that was the connection. Since then the emotions over the war in Korea, of course, when they came in partly as a result of our mistakes and partly as a result of their mistakes of perception because we had no talks with the Chinese in 1950, have made diplomatic relations really impossible. Perhaps if we had had even limited ambassadorial relationship, let alone an embassy, we might have avoided the catastrophe of their invasion and our war with China during 1950, - 1953. After 1953, the first issue with China was the unification of Korea. That is why we went to Panmunjom according to the Armistice Agreement and the United Nations resolutions. We met a stone wall, on unification of Korea or anything but Communist terms, supported by the Russians and the Chinese. So that ended that.

And then there was the Indo-China and Southeast Asia. Perhaps they also exaggerated what they thought the Americans were going to do, and possibly vice versa.

But in Washington, part of diplomacy is in not taking chances. You have to make decisions on the basis of presumptions for which you have very little empirical data. If you make the wrong decisions and it then turns out that they did invade but you had decided ahead of time that they were not going to, then not only is the fat in the fire but the fire is in everybody's backyard. So, I think the general presumption in many capitols of the world in the mid-fifties was that Southeast Asia was a danger zone and that some kind of fence or stabilization should be put up. In the late 1950's I think we did miss opportunities there. I think it would have been better if we had agreed to the exchange of newsmen which the Chinese proposed. But, at that time the policy of the administration and particularly of the Congress was against this. You know you cannot overlook 530 votes of men on the Hill who are adamantly anti-Chinese Communist. That was the time when we not only tried to isolate China but wished to contribute to its "passing away" in Mr. Dulles' phrase. When we began to thaw in the 1960's, particularly under President Kennedy and President Johnson, Peking closed the door. As Demosthenes once said; "Generals can fight and retreat and come back to fight another day but if diplomats lose opportunities when the door is opened they never can open it once the door is closed". This is the long and round-about answer to the question as to why we have not gone into recognition of Communist China as of now.

I think, however, if there were a mutual desire for getting together slowly, bit by bit and step by step, in Peking and Washington, that down the end of a not very long road there would be an exchange of regular ambassadors after some of these things had taken place. Now that is separate from the United Nations question which is totally different. I think that we have been moving toward a different formula in the General Assembly and Security Council, but, of course, the cultural revolution came to upset and inhibit that because there were many delegations last year and the year before at the General Assembly who said, "How can we bring them into the United Nations when they are attacking everybody and when they are falling apart themselves. Who knows who's running Peking?" So that too is waiting.

A question has been raised as to whether meeting in Warsaw for talks with the North Vietnamese would give us an opportunity to disseminate ideas which would help the thaw in Eastern Europe. I do not know Eastern Europe, what is the process of the press, radio and television in Poland, Czechoslavakia, Hungary and Romania, or what limitations would be put on statements by the American delegation in Warsaw or the Americans who came there. The great engines of communications would suddenly arrive with all their cameras, the executives from New York would be there, and they might very well be saying a lot that would be picked up and printed. I think the basic trouble with talks at Warsaw is that the other parties, and particularly South Vietnam, would be excluded or could be excluded. Therefore, I think if you're weighing influencing Southeast Europe or Eastern Europe, on the one hand, and maintaining some confidence of your friends and allies in East Asia in this particular issue of negotiations on the other, I would say you have to forego Warsaw, stick to your guns, insist on a place where the American allies now have access, and hope that somebody else would go to work on "thawing" the East Europeans, if indeed it's wise for the Americans to get involved in that kind of intellectual and political influencing at all. I am not so sure it is. I am a little inclined to feel that we should be doing a little bit less around the world than we have been doing in the last twenty years. We've got some knitting to attend to not so very far away from this building.

In answer to a question as to the meaning of the term "cultural revolution" now occuring in China, my understanding is that Mao Tse Tung chose this phrase "cultural revolution" not in the sense that we would use the word "cultural". It has nothing to do with the arts, or cultural relations in a sociological sense. It has very much to do with the change of attitudes and the change of power. The cultural revolution, I believe, has meant a revolution from within to purify the doctrine and leadership of the Communist Party and to take it away from the Conservatives, the Revisionists and the bureaucratization of that organization. So the "cultural," as I understand it, means the change in the complexion, the attitude and the ideology, by a return to Mao's version of the revolution which is man in a humanistic, communist revolution. It is man in his view, that makes revolutions, not technology. He saw, according to what he said, in the last few years a shift of the Communist Party, the administration of China, the educational system and everything else towards something that he abhors in his mind and from his own experience of the last fifty years. Mao is what some people call a "romantic revolutionary" who has not come to terms with the modern world because he doesn't know the modern world. I'm speaking personally now and polemically. He doesn't know it and he doesn't understand it. I found nothing in Mao's readings or writings of the past 50 years which indicates much of an understanding of what has happened since 1940.

Now what has happened in China is a long, long story. The China-watchers have all kinds of views as to what has happened in the last two years, but they seem to have concluded, that Mao has not won. He did not purify the Party, he broke the Party, the machinery that runs the country. He divided it up. It is now divided up into at least several groups of people and regions. The Army runs the country instead of the Party. This is contrary to one of the fundamental tenets of Communist theory and practice. The Party is on top, the army is below. Now it seems to be the other way around. Mao does not have a great youth movement. The Red Guards have splintered up into Red Guards against Red Guards. Many people, farmers, as well as workers, people have turned against the Red Guards.

Now what seems to be happening is just a period of consolidation to keep the machine from breaking down completely, to make factories to run and produce enough, to make farms work enough, at least the collective farms and the private plots, so that people do not starve, and to keep some trains running so they get there at least a week late and not a month late. People who come out of China say that the whole thing is in a shambles. One of the most interesting concerns of everybody is the effect on the youth. Some people see the collapse of education from the first grade of the primary school right up through the universities and the technical schools all over China. The schools were closed for a year and a half and as this has set them back in a compound sense which I am sure you would appreciate far more than I would.

What is happening in China today is obscure. The news is very hard to get at. The Maoists have controlled the news media since the summer of 1966. Yet, you know from what they say that there is a very widespread opposition to Mao's cultural revolution in the sense of a power struggle. Mao's group has been focusing on getting rid of Liu Shal-chi, the president of China and his group, and getting rid of the Army people who did not agree with Mao's view that it is man, not technology, that wins wars -- that the atom bomb is just an irrelevant addition to war, and that huge factories, production and all of that are also secondary. There is an opposition, or several sets of oppositions, inside China below the surface like the iceberg. You can't see and you don't know about it because they don't have any public means of communication except surreptitious and subversive little news and some broadcasts and that sort of thing.

But there are a lot of people coming out of China into Hongkong, Chinese, as well as foreign travelers. The Japanese have been through China, and other foreigners. The picture seems to be a rather dismal one of near breakdown but not quite a total collapse. There are some who do predict that China again, as has happened in the past, will break up into regional power structures, not fighting each other, but not working very closely together, and that this is the destiny for the next 15 or 20 years - that Mao tried to run China himself with few people in the Politburo in the Party in Peking. A country of that huge size of scale, in geographical terms, with a lack of communications, a low standard of living and a population of six to seven hundred million people just could not be so run. This is the failure of an over-ambitious Party. The cultural revolution is reflecting the inevitable failure of that kind of objective plus Mao's cultural objective of purifying and reforming the country, and turning it over to a young generation which would carry on the revolution, what he would call "the revolution", what we would call Mao's revolution into the fourth, the fifteenth and the twenty-fifth generation. This is the cycle of time which I mentioned earlier.

AFTERNOON SESSION

2:30 p.m. - 4:30 p.m.

INTRODUCTION OF ARNOLD A. ARBEIT

Marnesba Hill

When I learned that I was to introduce Prof. Arbeit, I was somewhat apprehensive because I did not know him and had never even seen him before, but today I had the good fortune to sit beside him at lunch so I now feel that I do know him a little. I learned that he is deeply interested in and is knowledgeable about libraries, particularly those of the City University.

I would like to tell you briefly some of the interesting things about Prof. Arbeit. He holds Bachelor of Architecture and Master of Architecture degrees and an MA Degree in Education from New York University. He has Certificates from the Beaux Arts Institute of Design in Architectural Design, and from M. I. T. in Naval Architecture and Marine Engineering, and a diploma from the Army Command and General Staff College. He is a licensed Architect in New York and a number of other states. He is a member of the New York Society of Architectural Education, among other societies, as well as Alpha, the Architectural Honor Society, in which he has held high committee posts.

Prior to his present position, Professor Arbeit was on the faculties of City College, New York University and Cooper Union. He is not a Librarian, but he has contributed to the literature of which we, the librarians, are keepers. Presently, Professor Arbeit is Director of College Programming Services, Campus Planning and Development of The City University of New York. He has a great deal to say of interest to Librarians of the CUNY and I am sure that when he finishes there will be many, many questions you will want to ask him. I take a great deal of pleasure in presenting to you, Professor Arbeit.

LIBRARY FACILITIES IN THE CITY UNIVERSITY OF NEW YORK

Arnold A. Arbeit

Thank you for the profuse introduction, Professor Hill.

Professor Karkhanis, Professor Peele, ladies and gentlemen of the library community, this is a great opportunity for me to meet with the librarians and guests of the City University of New York. As a representative of the Office of the Vice-Chancellor for Campus Planning and Development, I extend greetings.

Perhaps we may settle a few questions concerning your library desires right now. The answer is NO! You will get what you need, not what you want.

It may be opportune to outline to you simply the activities of the newly formed Department of College Programming Services under the direction of Vice-Chancellor Seymour C. Hyman, head of Campus Planning and Development.

Our first task, which has proven to be a continuing process, was to space inventory our entire University, building by building, room by room, and to relate this dis-aggregated data into an operationally significant tool for future projection. Fortunately, both State and Federal Government agencies were involved in a similar task of gathering and processing like data. Our participation was welcomed by the State, and we are indebted to their great assistance in IBM processing of our data with State funds.

You are aware of the fact that all colleges will retain on Architect/Planner and an Educational Consultant. You may not believe it, but all spaces that are designed are related to the educational process, in that the spaces mirror the requirements of the academic program.

The spaces therefore reflect as closely as possible the academic program which is determined by the faculty of the college. If you desire to obtain a finite decision in this regard, you have quite a task. Teachers are great people, but on the other hand, to expect them to make an academic prediction as to what courses of instruction will be instituted, the method of instruction, and how many students enrolled requires clairvoyance of the first order. The educational consultant "extracts" such information from the faculty, which in many cases has caused a traumatic experience to both consultant and faculty.

However, such a process will reduce the time from inception of a college to actual occupation, as basic academic information or requirements of space for a facility is quickly generated.

As an example of procrastinating planning, we have a community college that was planned 12 years ago, and finally occupied this semester. I need not tell you that it is not only out of date in architecture, but the entire plant cannot accommodate the present academic program which the college encompasses.

The college that proceeded along the lines of good planning, which is now in the preliminary stage, is Kingsborough Community College. It will be worthwhile to follow the development of this institution which has been planned with this concept as outlined.

A preceding speaker implied that mechanization of the library is unreliable, in that breakdown and other technical constraints make mechanical contrivances impractical. However, mechanization through the use of computer technology has aided us in the formulation of space from any academic program. As a demonstration of our computer print, you observe that the predecision in terms of use and other factors concerning space parameters, are initially programmed. When projected enrollment, credits, contact hours as defined and processed, the IBM printout indicates the space required in square feet, the number of classrooms, lecture halls, and laboratories that are necessary to meet the academic program. Not only assignable areas for instruction, but also the number of professors and instructional staff required are also printed out in the summaries. Very interesting indeed, you may observe, but the facts are that the important instructional space is a small part of the total college. What does this have to do with libraries, you may ask? Just this. The library in terms of area is more than the total instructional area of a college.

We are in the process of formulating space guides for our Architect/Planners. It was apparent that some guidance must be given to the areas allocated to libraries because of the importance in area as related to the total area of the college. Apparently disparities in the library position papers of various colleges illustrating such wide variation in that area that this alone, precipitated a library standard promulgated by the Counsel of Chief Librarians. To make such a program based upon this space standard would entail not only a vast expenditure, but in terms of the total space allotment for expansion, the major space would consist of libraries. I am not implying that this is faulty planning, but when compared in context with the needs of the total college, it seemed out of proportion.

There is so much building area in a total envelope of the college, and each facility may be the most important element, but at best it takes good planning, negotiating various compromises to arrive at sound decisions regarding the proper relationship of all space facilities of the college.

The erudite speakers who preceded me spoke about restricted funding, that is, there may not be enough money to go around. This seems to be a warning signal. I have before me a 1967 Progress Report which telegraphs the concern in extraordinary expenditures. Permit me to cite a paragraph from this report by the Board of Regents. There is one sentence which suggests that library planning will be scrupulously examined. "Libraries at 16 locations within the City University are all within the City University; are all steadily growing, but it is recommended that plans dealing with undergraduate libraries *need to be more specific. It is recommended that the four major units join in cooperative book selection and purchasing. In addition, the need for cooperative effort within the State Library's Reference and Research Library Program is emphasized."

You will agree that our guidelines must contain a set of considerations such as the size of collection which has many variables that can be determined. The collection depends upon the size of the student body, the faculty, curriculum, level of study of students and faculty, the availability of other library resources, the funds available for the purchasing and processing of books, etc.

The library may be divided into three areas which are - the space for books, the space for readers, and finally, the space allotted to technical processes.

The space for books is not particularly controversial, nor can it be said that the space for readers and technical processes is not understandable, but what is seriously questioned is the number of readers that the library must accommodate. All types of space elsewhere on the campus where students study and gather, should be considered in the seating capacity of the library.

Technical process and administrative staff space also lends itself to reasonably concrete analysis. The number of the staff can be determined on the basis of the size of the library, the level of service it seeks to provide for its readers, and the rate and volume at which the library acquires books.

The amount of space for each staff member of each type is relatively uncontroversial. So you see there are specific elements of total library space that are measurable and known, but on the other hand some main elements as heretofore mentioned that are undefinable, requiring further investigation.

I submit that library guidelines in turn should be developed by this learned body because, in fact, you must understand the implications and constraints of the promulgated guidelines.

Eventually, those responsible for funding the construction of libraries will ask questions concerning utilization of space. If the pro-

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* (my underlining)

jected space can be concretely defended with factual data on realistic rates of utilization, then I doubt whether there will be any criticism, or curtailment of funds. Vice-Chancellor Hyman has instructed me to announce that City University of New York will make available funds for proper research in library space studies, provided that the libraries will chart a proper course of action to formulate criteria for the measurement of required library spaces.

The guidelines for planning senior college libraries together with community libraries promulgated by the Council of Chief Librarians envisions in the last paragraph a statement of importance. "The coordination and cooperation in further library building planning activities are essential. These guidelines represent but a modest beginning of a continuing effort to insure economic and effective library development in the City University". This view coincides with our objectives.

What of the future? The future is simply this. You are responsible for the majority of space in our new campuses. As I indicated to you it is larger than the instructional space. In one example, a position paper indicated an allotment of 600,000 square foot library. In another college the area allotted to a library contained the majority of space for total expansion within a limited building zone envelope. What are the alternatives? A cooperative library scheme? We must arrive at an intelligent understanding of future techniques. Library devices that you may not find adequate now may be efficient five years from now, and you will have to consider them. The best library system that is envisioned for the City University is one which would contain the most modern retrieving system that could be employed. Perhaps now is the time to consider the idea of a central repository for the less frequently used volumes. The book may be placed in an archive where space is economical and maintenance low. I submit that the library is the information center of the University, the center of each college where the impact of the student, faculty, and the community convene to share and use the store of knowledge contained therein.

We are aware of the many pressures on the libraries. The personnel situation is becoming worse, not better. You have a duty to perform concerning the planning and utilization of space in our libraries. We are constantly working very diligently to gather and understand how space is used for this purpose. There are many questions concerning this important information which remain unanswered, but at least we are on our way to a solution of the problem, so that we can successfully program libraries to meet our educational objectives.

Thank you very much.

INTRODUCTION OF JERROLD ORNE

Lois Afflerbach

Is there time for a story? You can be sure that the story is true, because it happened to a librarian. This librarian was confronted last week-end by her 5-year-old niece, who told her with all the sincerity of a newly liberated 20th century spirit: "I don't believe in the Easter Bunny anymore." The librarian, who is not adverse to perpetuating a fairly innocuous myth, said: "Well, who brought you that big beautiful Easter basket?" Silence for a while, as the child eyed her basket of chocolate goodies. Then "I believe in him THIS MUCH."

This might describe some of us who WANT to believe in library cooperation but ignorance of proper procedures, misunderstanding of the real purposes, disillusionment brought on by outstanding failures all weaken our faith. If we fail to see any definite planning for cooperation (that is, if cooperation just sort of happens), we tend toward discouragement. If planning is attempted and then bogs down on the administrative, financial, or practical work-a-day fronts, we become cynical. If cooperation is decreed and imposed from above, without preparatory missions, we are resentful. The best medicine in these cases is to hear of an example of successful and thriving cooperation.

Our next speaker, Dr. Jerrold Orne, can give us just that. His background includes library experience in public libraries (St. Paul P. L.), college and university libraries (Knox College, the University of Chicago, Washington University), and special libraries (Library Division of the OTS, the Air Force University). His many contributions to professional literature range from the subjects of storage warehouses, to cutting cataloging costs, to education for librarianship. He has served as consulting editor to Library Journal, and editor of American Documentation. Most recently he has served as chairman of the American Standards Association's Z-39 Committee on Library Work and Documentation.

Since 1957, Dr. Orne has been librarian of the University of North Carolina, and it is this aspect of his career which is most pertinent to us today. Our topic for Dr. Orne is Library Cooperation in a Metropolitan Area. And if you question the use of the term "metropolitan area" for Chapel Hill, the Census Bureau is on your side. But when we consider the picture of the whole Chapel-Hill Durham area, we have a standard academic statistical area which will meet our requirements.

The libraries of the University of North Carolina and Duke University have long and honorable histories. Their librarians include such leaders as Louis R. Wilson, Robert B. Downs, and Benjamin E. Powell. We read, perhaps a little enviously, of many specialized collections which each Library secured: the N. C. collection, the Southern Historical Collection, the Hanes Collection of Incunabula, the Flowers Collection of Southern Americana, the Baker Collection of Wesleyana. We sigh at the mention of such (to us) luxuries as a Chief Bibliographer. We smile sympathetically when we hear of Dr. Wilson's first recorded Library budget: $2,600.01. And we applaud such events as grants by the N. C. General Education Board to build up collections of bibliographic aids, to establish, and later to expand, the N. C. Union Catalog, and decisions to create cooperative interlocking collections, to provide continuous acquisitions information, and to make distinct assignments for subject area acquisitions.

The picture of what has been accomplished in the 30 years of cooperation between two branches of the university family ought to inspire us at the City University to have at least THIS MUCH faith in cooperation. And it ought to encourage us, in the words of Dr. Wilson at the dedication of yet another example of library cooperation; the Joint University Library at Nashville, Tennessee, in 1941:

> to renounce competition among institutions as a way of life and to set up in its stead a plan of cooperation for common benefits.

I am pleased to present Dr. Jerrold Orne.

LIBRARY COOPERATION IN A METROPOLITAN AREA:

PORTENTS AND SHIBBOLETHS

Jerrold Orne

Your other speakers have spoken or will speak on various major movements in academic institutions and their libraries. You are to be congratulated on having such good program design, setting forth national and state influences and the specific place of physical structures in the new evolving pattern. My comments should relate to local and specific targets for cooperation, and suggest directions for future development within the City University itself. Let me start with a truism already abundantly illustrated by the preceding speakers. This is the unequivocal certainty that in our time no one institution or even a group of institutions is complete in itself. The ever-changing and expanding universe of knowledge constantly ruptures the thin skin of our world of knowledge.

Further, let me suggest that despite many recent notes on the affluent state of libraries, there are portents of trouble ahead readily visible to anyone who chooses to look. A few examples may illustrate my point.

In the New York Times[1] Mr. Fred M. Hechinger recently wrote, "The cost of knowledge is rising; university library budgets are going up at a rate of 15 percent a year." A grim opinion was recently voiced by Mr. Robert Munn, Librarian and academic administrator at the University of West Virginia. The title of his article,[2] "The Bottomless Pit, or the Academic Library as viewed from the Administration Building" graphically suggests the import of his thoughts. The current unrest in the public library world is well represented in a statement by Mr. Henry Drennan of the Office of Education. He says,[3] "In our largest metropolitan cities...there has been a steady decline over the past few years of the portion of the municipal budget at their command (a decline from 1.45 percent in 1964 to 1.21 percent in 1966)." He continues with wry humor,

> In no city with a population of 100,000 and over did the public library's share of municipal expenditures in 1966 reach two percent of all expenditures. Social scientists prescribing for the public library have often discovered this fact and argued that even a relatively substantial improvement in the library's style of life could be achieved without jostling more sizeable municipal departments. I have always greeted this familiar argument with affection and bemusement. For it has seemed to me that the library's meager share in the municipal pie chart was an indication of its inability to jostle anyone.

With only these few examples of what I have called portents, or might have designated straws in the wind, let me broaden the base of my launching pad with the description of a larger series of what I call shibboleths. It is my contention that academic libraries have been and remain committed to anachronistic constrictions arising from devotion (willing or forced) to a multitude of shibboleths. In order not to offend many old friends and colleagues, let me first enumerate a group of these shibboleths which can be attributed to institutional rather than library or personal pressures.

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[1] New York Times, January 12, 1968, p. 49.

[2] College and Research Libraries, v. 29, no. 1, January 1968, pp. 51-54.

[3] Southeastern Librarian, v. 18, no. 1, Spring 1968, p. 13.

The first of these is statistical ambition. We are all prey to the omnivorous numbers game in only slightly varying degrees. We joke about Texas, where everything is big, but we are all willing or unwitting victims of the size race. If anyone ever sets forth the true cost of the entrance fee in this race (the cost of building to high numbers), a thinking administration must pause and reflect. We, too, contribute to obscuring the realities by rigging numbers, inciting to competition, using all the devious devices of statistical jugglery, and pitting one hapless administration against another in fiscal duels.

A second false belief could be stated, as it might be by Gertrude Stein, "a gift is a gift, is a gift, is a gift." This is more often than not less than the truth. In their avidity for public relations-useful coups, institutions often precipitate the acquisition of whole collections, by gift or even purchase, without any thoughtful concern for internal appropriateness or local or regional function. There is no genuine understanding of the permanent responsibility for service beyond the individual institution. Even more immediately critical is the total lack of consideration of the imbalance of demand or the effect upon total service potential each new burden involves.

The third deceit lies in another variation of the numbers game, the special game of graduate programs. How many new, ambitious graduate courses, degree programs, and even professional schools are launched without any concern for the basic requirements in library resources, physical facilities, or staff needed to serve them? Many institutions today are victimized by the vaulting ambition of administration or faculty, or by federal or private grants and contracts, to such a degree that they lose all cohesive stable planning. Where is the library in this? For the most part mumbling and complaining, but not effectively heard.

Let these three instances suffice for introduction and now turn to our own library operations. For these I have listed some of the shibboleths which blind or bind, some of the false idols which are surely doomed. The only real unknowns are the time and the place of their demise.

Our libraries are overburdened with ancient practice, despite the sudden wealth of machine-oriented panaceas which crowd the pages of our professional journals. We continue to pay lip service to the concept of book selection by the faculty on the one hand while deploring their charming derelictions and placing blanket orders increasingly on the other. Notwithstanding steadily growing dependence upon blanket orders and dealer selection, we continue the same routine of individual searching with its shaggy over-burden of hieroglyphic notation. If this pricks some of you to heated denial, then I would suggest that the same system of pointless local effort is simply moved over from acquisitions to the catalog area or even duplicated there. We have, however, made notable advances in the acceptance of the bibliographer as a member of the library staff. Unfortunately, the number of bibliographers is still so small that it constitutes mainly a demonstration of need, a need still unrecognized (among others) in the curricula of Library Schools.

To move quickly to another over-ripe area, with shibboleths dripping from every branch, consider a few examples from the processing field. One of the most obvious is our concern with classification. Even today, with most large libraries converting to the Library of Congress system, you will find number assignments closely reviewed and often changed to fit the superior judgment of one or another member of your staff, if not that of a faculty member. When by simple reason of size, shelf browsing becomes wholly impractical, we still spin useless wheels to make it inviting. The descriptive part of our cataloging effort continues to seek a level of detail more suited to incunabula than the modern monograph. All this, notwithstanding the rapidly growing mass of full-representative entries now available either in book-form or on available cards! As for the analytical aspects of this work, consider for a moment the tremendous increase in abstracting and indexing services, in bibliographical guides and tools in recent years. If you can believe the soothsayers, all local analysis will be unnecessary when the computers are ready to spew out the smallest useful detail found in any bibliographic resource of our country upon demand. Let me hasten to say this is not told to spread the gospel, but merely to suggest a redirection of effort.

Let us go on to the broad area of subject reference. Then let me reminisce, seeking a ludicrous model, about my own early days in library work. At the ripe age of sixteen, I felt myself king of the hill in the Reference department of the St. Paul Public Library. There was literally no reference question I couldn't respond to. Well, I know now how little I knew and perhaps even more important, what I now don't know. Yet I cite this as a useful analogy of a degree of change between then and now not properly recognized in our time. There is no longer the possibility of a universal man, or even the universal librarian. There is not only no one such librarian or even a whole reference department, but no self-sufficient Library. Some of you have been vaguely aware of various more or less abortive efforts to provide referral service. These are straws in the wind, the first signs of needed change. Not even the greatest libraries in the country can stand alone today. If you need an illustrious example, look at the current cooperative effort of the Library of Congress, the National Agriculture Library and the National Library of Medicine to achieve some standardization of indexing and analysis for the benefit of all. The point to be made here is only one, that no library can alone provide all of the answers.

Another thorny area, to which you are particularly sensitive, is the availability of space. In a city where space is often measured in square inches rather than feet or yards, there are obvious reasons for guarding available space. You are hedged about with legal and proprietary restrictions. You are constrained by political considerations, sometimes designed for long-past eras, but still practiced. To intensify the aggravating problems of space and the steadily growing numbers of students, faculty and researchers seem to develop a constantly decreasing tolerance of the impediments to use they encounter in previously unavailable or even unknown locations. You are plagued by vast numbers of variously qualified patrons, by problems of identification and by the intolerable and disruptive evidence of less than serious visitors from less-well equipped institutions.

Together with space, library material resources are also a ripe field for working. In your own limited geographic area, you can measure a breadth and depth of library resources unparalleled in our country, if not the world. Yet your assembly here and the subject of this institute is evidence of your own dissatisfaction. You sense the presence of the shibboleths which hinder real progress. You are circumscribed by institutional rivalry, by anachronistic legal limitations, by political considerations, by personal antipathies or even geographic impediments. Everyone here, I'm sure, has had some experience with these and more. Before going on to discuss possible solutions, let me suggest one other tree in our orchard of shibboleth-bearers.

We all have staffing problems which seem to defy solution. I have already mentioned the lean numbers of bibliographers in our libraries. This is my own primary problem area at this time, but it is only one of many for most libraries. From the top to the most modest levels, our personnel numbers are scanty. You will not have to look long to find the shibboleths that strap us. False professionalism might come first. Jobs that have always been done by librarians require fully qualified professionals for all time. While industry all around us progressively automates and mechanizes, we take their products and superimpose them on the individual, personal system we perpetuate. There is growing subject specialization throughout learning but we go on making generalists for our libraries. Where through inadvertent circumstance, subject specialists do grow, their usefulness is limited to their particular institution when it could serve many. Computer specialists are now found in a few libraries; their bosses boast of them, having achieved in one step a demonstration of in-ness. All levity aside, consider the obvious fact that the problems exposed to each such specialist are virtually the same in every comparable library, and their competence could readily be shared. And to go to a genuine extreme, could not the competence of top administrative personnel also be shared? Is this not, in fact, what happens when good administrators share the wealth as consultants?

Now remembering that all of these are but a scattering of the shibboleths which may limit our view, let me come to the promise of cooperation. There is no need, I'm sure, to convince you of the effectiveness or usefulness of cooperation. There may be some point in marking out special areas for greater attention, and I would like to supplement your own thinking with some indications of quite recent developments in standardization which will affect your planning.

The areas least amenable to change through cooperation are those requiring institutional responsibility beyond the library. When the whole academic institution is involved and the top academic administration must act, the restraints are frequently unassailable. Thus, when it comes to statistics, library cooperation is confined within rather narrow limits. But even then, there are useful possibilities. The clear acceptance of standard reporting will promote the usefulness of comparative salary statistics, of types and numbers of staff, of normal work loads and production. Standard reporting could give a validity to measures of library budget vis-a-vis institutional spending which it does not have now. The key words are "standard reporting." You will presently recognize the purpose behind my insistence on adding considerations of standardization, without which there is no real prospect for cooperation.

In the two other areas of administrative pressure we mentioned, building by collections and unrestrained proliferation of graduate programs, standardization takes on the character of cooperative agreements. Every institution can help formulate and observe a standard for its basic collection and the programs it can support. This much is amenable to standardization. You can see this kind of measure expressed in the Junior College lists, in the UCLA-ALA Undergraduate Library List, and in increasing numbers of selected subject bibliographies. As these basic needs are met by each concerned institution, the itinerant student numbers will become smaller, and those with more special needs may be more kindly received. Nonetheless, effective action in these areas will be directly proportionate to the acceptance of the library administrator in the power structure. (Mr. Munn is not hopeful; perhaps the growing range of accepted standard tools will at the least provide more ammunition.)

In the fields of technical processing, the future of cooperation is clearly bright and full of promise. This is an area where the effectiveness of cooperation between my own institution and Duke University can be amply demonstrated. For nearly forty years our two libraries have shared the building of our collections to such a degree that our combined three and a half million volumes constitute a joint resource equal to that of any of the greatest academic institutions of this country. We share our catalog entries, we consult on every costly purchase, we buy many costly items jointly, with free disposition of location, and we have a continuing program of collection building by subject fields by geographic and language areas. We hold periodic meetings of key academic administrators and key library personnel to review and renew agreements, as needed. We now maintain a daily delivery service, not only with Duke, but to all the principal libraries of our region. For communications, we use TWX and leased lines. Recently, having published our serial catalog in book form, we have supplied the format to our sister libraries so as to enable uniform combined listing when the other libraries complete their records in machine digestible form. All this is good and we are proud of what we have accomplished, but it is still far from good enough. We have not yet succeeded in dividing the total acquisitions effort or the cataloging effort, but we're studying it.

There is real promise in the fullest utilization of the new L. C. control file for cataloging, and the potential of book identification numbers for acquisitions is enormous. You are all aware of the present effort of USASI/Z39 to develop an American standard for book identification numbers. Full implementation of such a standard could reduce our accounting and identification load by 90%. Every stage of the processing effort could be fed into the record mechanically and the entire record could be tapped instantaneously. This is not the star-gazing of a machine nut, but economically sound today, if we had a book number for each item received. Current planning for a parallel serial and periodical identification code will soon close one enormous gap in machine-assisted reduction of processing effort. There are other aspects of our cooperation, but these are fundamental for processing.

Our facilities for cooperation in the fields of public service are more limited than yours, but you may wish to consider our devices. We each care for our undergraduate student numbers, but for rare exceptions even an undergraduate may have total access to both libraries. It is a ten minute drive between the two libraries; if the need is urgent, a daily pick up and delivery service operates for the Interlibrary Center.

You are now thinking that our problems are so much more simple than yours; in one sense only is this correct. Yours are far more numerous, but they are only more of the same. After all, Duke University is a private institution, self-limited in enrollment, and having no compulsion on it to serve the general public or a state institution. It is governed by a traditional and tight-fisted Board, just as are many of your institutions. Yet note that we have negotiated similar joint use agreements with literally every nearby specialized library resource in range of our truck service, that is within a radius of some thirty miles. To us it is nearly incomprehensible that the more than two hundred libraries of this area do not have long-standing cooperative programs in being. No one can argue with the propositions that an undergraduate institution has full responsibility for the needs of its own students. But equally undeniable is the premise that any library owning unique material has an inherent responsibility to make it available for productive advanced study. Surely, it has the right to set the conditions of use, but it should strive to make them as mild as possible.

Until recently one might have looked to a great union catalog as the hub of a full circle of information. With the rapidly developing technology, you can now look to a better solution. Your geographic spread is small; you can readily consider a central bibliographic store, with-on-line real-time communication from a variety of using institutions. This too you may see as blue-sky stuff, but current planning for standards leads me to believe we are getting at least within rocket range. The book-number standard will be a first step. Retrospective titles will have to be assigned identification numbers. The serial title identification code is another step. A government bureau is working on a standard source code for federal documents, including technical reports. All of these are difficult and will take time; that time can be shortened by actively taking part in developing the standards and preparing your own libraries for extensive cooperation.

There are increasingly cogent arguments for planning such cooperation now. A recent ACLS report on the research libraries of our nation marks the limits of unrestrained growth in many places and suggests the inevitability of cooperative services as the only visible solution. Unless large libraries find ways to limit their costs, they may well cost themselves right out of the business. This report also confirms the growing movement towards a carefully planned network of library resources, in which the resources of your major libraries will certainly comprise one major element. Your own state-wide planning for library service may well require you to move ahead of national planning, but the requirements are the same.

It is now incumbent upon all of us to join forces to reach goals far beyond the reach of any one of us. The first elements for all of us are the same, agreements on national standards for methods and form of entry, for the various attainable levels of analysis, for as many conventions for common factors as we can devise, and for a standard machine language and format. You will have a broad range of varied agreements for common service to negotiate, and will undoubtedly develop a common form of service exchange unit, possibly priced. You will find, as we have, that each form of cooperation leads to others, and the sum is a glorious extension of the services it is in your mission to give.

Closing Remarks: David Peele

I was asked by President Karkhanis to make some remarks by way of conclusion. I was not told exactly what I should do in this context. If my instructions were to be phrased in a sentence, they would be, "say anything, but say something". In saying something I will ask you to recall what is obvious from my handling of the questions thus far - summarizing is not one of my great talents. You have perhaps heard of the marvelous computer whose inventor claimed it could instantly translate English into Russian? A group of dignitaries were assembled and the English phrase "out of sight, out of mind" was fed into the computer, which immediately produced the Russian translation. Regrettably it was discovered that of all the many visiting dignitaries who were there, none of them could speak Russian or read it, so they asked that the Russian translation be fed back into the computer to come out in English again, which was done, and it came out "invisible idiot". This is like the old party game you know where some person whispers something into someone's ear and it goes around in a circle and by the time it reaches the end there is incredible distortion. What I say may not be what you got. So be it.

The universals uttered here have to be translated into specifics back home. Perhaps my first point is that I really think that they should be. In the March 15th issue of LIBRARY JOURNAL, Eric Moon quoted the enfant terrible of the library profession, Verner Clapp (perhaps he is the adult terrible by this time) in saying that there is plenty of money available for library research (Mr. Arbeit told you the same thing) and that as a result, the profession had been surveyed to death. Clapp cited 17 studies done for the National Advisory Commission on Libraries and asked what the hell we are going to do with all this information. What the hell are we going to do here? One thing I think perhaps is true. I believe that the remarks that all the speakers have made point to the necessity for fighting. Dr. Orne spoke of the Moon article and the inability of library administrators to exert any real power. Dr. McCarthy used a nicer phrase, he said we must educate our Presidents. As many of the chief librarians of The City University of New York know, you may even have to beat them over the head. Interlibrary cooperation of the various types mentioned here can only be done if there is money. That money comes from the university. The Department of Political Science wants it just as much as the Library does, so we have to fight for it, and we have to fight for Mr. Arbeit's space. We cannot be the little old ladies with buns whose chief thrill comes in changing the date due stamp. We have to become versed in power politics and to know who the movers and shakers are in the university and to get to them.

In Carl Cox's speech this morning he told us that the efforts in SUNY to cooperate, in I think nearly every case, were done first of all at the local level. The local level initiated the cooperation; it was never handed down from on high. In other words, it built up from the bottom and this is of some relevance to us here now at The City University in considering the question of the imposition of a university Dean of Libraries which is coming down from the top to us. There is strong division of opinion on the question of having a university Dean of Libraries. Those who do not like the idea speak of having one more layer of bureaucracy with the inevitable slowing down of accomplishment. They feel that the existing Council of Chief Librarians for planning at a university cooperative level is sufficient. They also fear the destruction of what might be called local pride. To take a specific example, at Staten Island Community College we have a good collection of works of modern poetry which has been built up with the help of an enthusiastic and knowledgeable member of the English Department. Should a university Dean of Libraries be appointed, he would look at our catalog and see that Staten Island Community College offers English 1, English 2, survey courses of English Literature and he might very well say that an in-depth collection of modern poetry has no place at a community college library. It should be transferred to Hunter or City or one of the other places where advanced work on English is given, in which case Staten Island loses not only the collection, but very possibly the enthusiastic and knowledgeable professor who was instrumental in building it up. He transfers with the collection to whatever unit of City University it was transferred to, and Staten Island thus loses this local pride of which I spoke. Rather than having something unique, which makes us feel a distinctive part of The City University with something to contribute, we simply become a cog in the university machine. It is precisely this point that those who support a university Dean of Libraries take off from, the feeling being that each Chief Librarian in Stephen Leacock's famous phrase, "Jumps on his horse and rides madly off in all directions". Everyone is trying to be unique and a strong head man in the way of cooperation than the Council of Chief Librarians have thus far been able to accomplish. So the division of opinion here is a strong one and the arguments on both sides I have tried to sum up as best I could.

I failed in this afternoon's program to thank our two speakers, Dr. Orne and Prof. Arbeit. In fact I have a feeling that after the meeting is over Dr. Orne and Prof. Arbeit should get together and have a little talk since they seem to have slightly opposing view points on some of the things that they mentioned. I would like to mention to all of you that there will be a reception at which some form of liquid refreshment will be served on this floor in the lounge where we had the coffee this morning.

I would like to thank all of you for attending this afternoon and to declare the conference closed.

APPENDIX A

A SELECTIVE BIBLIOGRAPHY ON LIBRARY COOPERATION

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APPENDIX B

COMPANIES PRESENTING EXHIBITS OF PRODUCTS USEFUL IN MAKING POSSIBLE COOPERATIVE TECHNIQUES AND SERVICES IN LIBRARY SYSTEMS

The Baker and Taylor Company
1405 North Broad Street
Hillside, New Jersey

Bro-Dart, Inc.
56 Earl Street
Newark, New Jersey

IBM Corporation
59 Maiden Lane
New York, New York

Polaroid Corporation
549 Technology Square
Cambridge, Massachusetts

Remington Rand Library Bureau
Sperry Rand Bldg.
1290 Avenue of the Americas
New York, New York 10019

Roman & Littlefield, Inc.
84 Fifth Avenue
New York, New York

Sedgwick Printout Systems
410 East 62nd Street
New York, New York

3M Business Products Sales, Inc.
900 Walt Whitman Road
Melville, New York

APPENDIX C

ROSTER OF PARTICIPANTS

Afflerbach, Lois
Queens College, Library
Flushing, New York

Andrichik, Milan J.
Academy of Aeronautics
Flushing, New York

Arbeit, Arnold A.
Dept. of Coll. Programing Svce.
City University of New York
New York, New York

Arbeit, Mrs. Arnold A.

Aronson, Ruth L.
State University of New York
Albany, New York

Ausman, Mary M.
Queens College Library
Flushing, New York

Bailey, Lucille
Hunter College Library
New York, New York

Balaban, Vivian
Hunter-Bellevue Nursing
School
New York, New York

Barnes, Elizabeth
Hofstra University Library
Hempstead, New York

Bartlett, Judith G.
York College Library
Bayside, New York

Baum, Joan H.
Bronx Community Library
Bronx, New York

Biancardo, Lena L.
Queens College Library
Flushing, New York

Birnbaum, Robert
The Chancellor's Office,
City University of New York
New York, New York

Blatt, Ann
City College Library
New York, New York

Bousefield, Humphrey G.
Brooklyn College Library
Brooklyn, New York

Bower, Lester
Borough of Manhattan Comm.
College Library
New York, New York

Bowie, Claire D.
Library for Freshman Program
Graduate Center, City Univ.
of New York
New York, New York

Brauch, Patricia
Brooklyn College Library
Brooklyn, New York

Brewer, Joseph
Queens College Library
Flushing, New York

Brody, Catherine Tyler
N. Y. C. Comm. Coll. Lib.
Brooklyn, New York

Bryk, Donald
Queensborough Comm. Coll. Lib.
Bayside, New York

Cassell, Kay Ann
Brooklyn College Library
Brooklyn, New York

Cataldo, Ada C.
Staten Island Comm. Coll. Lib.
Staten Island, New York

Cesario, Virginia N.
City College Library
New York, New York

Chambers, Frances
City College Library
New York, New York

Chen, Ching-pan
New York University Library
New York, New York

Chmela, Alois A.
Queensborough Comm. Coll. Lib.
New York, New York

Ciolli, Antoinette
Brooklyn College Library
Brooklyn, New York

Cline, Herman H.
City College Library
New York, New York

Clune, John R.
Kingsborough Comm. Coll. Lib.
Brooklyn, New York

Cohen, Allen
John Jay College of Criminal
Justice Library
New York, New York

Colby, Robert A.
Queens College, Dept.
of Library Science
Flushing, New York

Collins, Millicent E.
Hunter College Library
New York, New York

Cory, John Mackenzie
N. Y. Public Lib. & "METRO"
New York, New York

Couturier, Fernande
Graduate Center Library,
City Univ. of New York
New York, New York

Cox, Carl R.
Hunter Coll. in the Bronx Lib.
Bronx, New York

Creelman, Katherine
Brooklyn College Library
Brooklyn, New York

Dahl, Joyce K.
Brooklyn College Library
Brooklyn, New York

Dailey, Kazuko M.
City College Library
New York, New York

Dakin, Shirley
John Jay College of Criminal
Justice Lib.
New York, New York

Daniel, Wendell
Queens Coll. Paul Klapper Lib.
Flushing, New York

Deily, Robert H.
State University of N. Y.,
Central Hdqs. Staff
Albany, New York

Devyatkin, Paul
Yeshiva University
Graduate Center Lib.
New York, New York

Diamond, Zosia Seitz
Hunter Coll. in the Bronx Lib.
Bronx, New York

Dickinson, Paul
Brooklyn College Library
Brooklyn, New York

Didyk, Regina
Asst. to the Borough Pres.
of Richmond
Staten Island, New York

Dodonay, George R.
Borough of Manhattan
Comm. College Library
New York, New York

Dudley, Laura
Hofstra University Library
Hempstead, New York

Dunlap, Joseph R.
City College Library
New York, New York

Egervary, Lajos
Baruch College Library
New York, New York

Eiberson, Harold
Baruch College Library
New York, New York

Eldot, Eleanor
Queensborough Comm. Coll. Lib.
Bayside, New York

Estes, Rice
Pratt Institute Library
Brooklyn, New York

Field, Rochelle
Graduate Center/Project
Urbandoc
City University of N.Y.
New York, New York

Finley, Vernon R.
Brooklyn College Library
Brooklyn, New York

Fontana, Nicholas
Brooklyn College Library
Brooklyn, New York

Foster, Barbara
Hunter College Library
New York, New York

Frangipane, Thomas
N.Y. City Comm. College
Brooklyn, New York

Frantz, John C.
Brooklyn Public Library
Brooklyn, New York

Freyer, Kenneth
Queens College Library
Flushing, New York

Gabbay, Michele
Staten Island Comm. Coll.
Staten Island, New York

Garoogian, Andrew
Brooklyn College Library
Brooklyn, New York

Garwood, Sam
Brooklyn College Library
Brooklyn, New York

Gelfand, Morris A.
Queens College Library
Flushing, New York

Gilligan, Rose
Hunter College Library
New York, New York

Gilman, Charles F.
Brooklyn College Library
Brooklyn, New York

Goldzweig, Arthur
Hunter College Library
New York, New York

Gottesman, Magda Kahan
Hunter College Library
New York, New York

Goudreau, Ronald A.
City College Library
New York, New York

Gration, Selby U.
State Univ. of N. Y. - Coll.
at Cortland
Cortland, New York

Greenberg, Emil
Borough of Manhattan Comm.
College Library
New York, New York

Greener, Barbara R.
Queens College Music Lib.
Flushing, New York

Guido, John
Hofstra University Library
Hempstead, New York

Halliborg, Dorothy J.
Hofstra University Library
Hempstead, New York

Halpern, Herbert
Hunter College Library
New York, New York

Harrison, Bradford
Academy of Aeronautics
Flushing, New York

Hart, Joseph T.
Fordham University Lib.
Bronx, New York

Hathaway, George W.
Brooklyn College Library
Brooklyn, New York

Hause, Aaron
Hofstra University Library
Hempstead, New York

Havens, Shirley
Library Journal
New York, New York

Hawkins, Wilma E.
Staten Island Comm. Coll. Lib.
Staten Island, New York

Herstein, Sheila R.
City College Library
New York, New York

Hill, Marnesba
Hunter Coll. in the Bronx Lib.
Bronx, New York

Hillman, Barbara
Graduate Center Library,
City University of N. Y.
New York, New York

Hilmeno, Emma Lee
Brooklyn College Library
Brooklyn, New York

Hodgson, Thomas
N. Y. City Comm. College
Brooklyn, New York

Hogan, Madeleine
Queens College Music Lib.
Flushing, New York

Holzman, Lois
Taylor, Lieberfeld & Heldman, Inc.
New York, New York

Huang, Jenn C.
Brooklyn College Library
Brooklyn, New York

James, Olive C.
Queens College Library
Flushing, New York

Jarrett, Gladys W.
York College Library
Bayside, New York

Johnson, Clifford R.
Graduate Center/URBANDOC
City University of New York
New York, New York

Johnson, Richard W.
Brooklyn College Library
Brooklyn, New York

Jones, Harold D.
Brooklyn College Library
Brooklyn, New York

Josey, E. J.
State University of New York
Albany, New York

Jurkus, Vida
Queens College Library
Flushing, New York

Kager, John J.
Westchester Comm. College
Valhalla, New York

Kapotsy, Bela
Hunter College Library
New York, New York

Karkhanis, Sharad
Kingsborough Comm. Coll. Lib.
Brooklyn, New York

Kates, Ethel
Hofstra University Library
Hempstead, New York

Kaufman, Shoshana
Queens College Library
Flushing, New York

Kellogg, Jeanette
Hunter Coll. in the Bronx Lib.
Bronx, New York

Kneebone, Sydney A.
City College Library
New York, New York

Kolliner, Jean S.
Bronx Community College
Bronx, New York

Kovacs, Helen
Medical Research Library
of Brooklyn
Brooklyn, New York

Kreissman, Bernard
City College Library
New York, New York

Kublin, Hyman
Graduate Center/City Univ. of N.Y.
New York, New York

Kuhn, Martin A.
Staten Island Community Coll.
Staten Island, New York

Kuhner, Robert A.
City College Library
New York, New York

LaBudde, Kenneth J.
Dir. of Libraries, Univ. of Mo.
Kansas City, Missouri

Lachman, Seymour P.
Kingsborough Community Coll.
Brooklyn, New York

Lane, Ruth M.
Bronx Comm. Coll. Lib.
Bronx, New York

Lee, Tai Moon
State University of N. Y.
Albany, New York

Leonard, Katherine E.
Brooklyn College Library
Brooklyn, New York

Lester, Lillian
Brooklyn College Library
Brooklyn, New York

Levine, Edna Susan
Kingsborough Community Coll.
Brooklyn, New York

Levkovitz, Susan
Graduate Center Library,
City Univ. of N. Y.
New York, New York

Lieberfeld, Lawrence
Taylor, Lieberfeld & Heldman, Inc.
New York, New York

Lippoth, Elizabeth
City College Library
New York, New York

Liu, Ching-leou
Graduate Center Library,
City Univ. of N. Y.
New York, New York

Losher, Susan
City College Library
New York, New York

Lowe, Mildred
State University of New York
Farmingdale, New York

Lutzsky, Svitlana
Brooklyn College Library
Brooklyn, New York

Magavero, Filomena
Maritime College Library,
State Univ. of N. Y.
Bronx, New York

Maher, Deborah B.
N. Y. City Comm. Coll. Lib.
Brooklyn, New York

Mahoney, James
Hunter College in the Bronx
Bronx, New York

Mallory, A. Mordine
Queens College Library
Flushing, New York

Mapp, Edward
N. Y. City Comm. Coll. Lib.
Brooklyn, New York

Marshall, Joan K.
Brooklyn College Library
Brooklyn, New York

Meltzer, Nancy
Queens College Library
Flushing, New York

Meskin, Estelle
Kingsborough Comm. Coll. Lib.
Brooklyn, New York

Mohrhardt, Foster E.
Council on Library Resources
Washington, D. C.

Moore, Jane
Brooklyn College Library
Brooklyn, New York

Myrick, William J.
Hunter College
New York, New York

McCarthy, Stephen A.
Association of Research Libraries
Washington, D. C.

Nesbeitt, Philip L.
City College Library
New York, New York

Newcomb, Josiah
State Univ. of N. Y. at Binghamton
Binghamton, New York

Offricht, Paula
Hunter College Library
New York, New York

Omelchenko, William
Hunter College Library
New York, New York

Orne, Jerrold
Univ. of North Carolina Libraries
Chapel Hill, North Carolina

Palmer, Joseph
Queens College Science Library
Flushing, New York

Palmer, Robert B.
Barnard College Library
New York, New York

Papalardo, Charles
Queensborough Comm. Coll. Lib.
Bayside, New York

Papp, Susan
Brooklyn College Library
Brooklyn, New York

Parise, William C., Jr.
Brooklyn College Library
Brooklyn, New York

Peele, David
Staten Island Comm. Coll. Lib.
Staten Island, New York

Peldzus, Jackie
Brooklyn College Library
Brooklyn, New York

Penchansky, Mimi B.
Queens College Library
Flushing, New York

Peterson, Melva
City College Library
New York, New York

Petrie, Claude, Jr.
Hunter College Library
New York, New York

Poock, George C.
Engineering Index, Inc.
New York, New York

Pope, Michael
Dutchess Comm. Coll. Lib.
Poughkeepsie, New York

Preminger, Alex
Brooklyn College Library
Brooklyn, New York

Randall, Ann
Queens College Library
Flushing, New York

Regalbuto, Virgil R.
Queens College Library
Flushing, New York

Regan, Muriel
Borough of Manhattan Comm.
College Library
New York, New York

Richmond, Pauline F.
Queens College Library
Flushing, New York

Robinson, Rae F.
Hunter College Library
New York, New York

Rodgers, Nancy
Hofstra University Library
Hempstead, New York

Romeo, Louis J.
Borough of Manhattan Comm.
College Library
New York, New York

Ross, Sylvia H.
Hunter College Library
New York, New York

Roth, Harold L.
Baker and Taylor Co.
Hillside, New Jersey

Rothe, Charles
Brooklyn College Library
Brooklyn, New York

Rowell, Gordon A.
Kingsborough Comm. Coll. Lib.
Brooklyn, New York

Rowell, Margaret K.
Graduate Center Lib., City
University of N.Y.
New York, New York

Rudyk, Martha
Queens College Library
Flushing, New York

Sampson, Dorothy H.
Lib. for Freshman Program/
Graduate Center
City University of New York
New York, New York

Samuelson, Karen
Hunter College Library
New York, New York

Sanger, Carol
Queensborough Comm. Coll. Lib.
Bayside, New York

Shaffer, Earl R.
Hunter College Library
New York, New York

Schleifer, Harold B.
Hunter Coll. in the Bronx Lib.
Bronx, New York

Schneider, Adele
Kingsborough Comm. Coll. Lib.

Schneider, Lois
Queens College Library
Flushing, New York

Schuman, Patricia
N.Y. City Comm. Coll. Lib.
Brooklyn, New York

Schwabacher, Robert
Hunter College Library
New York, New York

Schwartz, Amelia
Kingsborough Comm. Coll. Lib.
Brooklyn, New York

Schwartz, Lawrence
Staten Island Comm. Coll.
Department of History
Staten Island, New York

Schwartz, Ronald
Kingsborough Comm. Coll.
Department of Spanish
Brooklyn, New York

Seifert, Betty L.
City College Library
New York, New York

Sellen, Betty-Carol
Brooklyn College Library
Brooklyn, New York

Sellers, Rose Z.
Brooklyn College Library
Brooklyn, New York

Sessions, Vivian S.
Graduate Center/Project URBANDOC
City University of New York
New York, New York

Sestay, Catherine
Queensborough Comm. Coll. Lib.
Bayside, New York

Shannon, Michael
Hunter College in the Bronx Lib.
Bronx, New York

Sharify, Nasser
State University of New York
Oyster Bay, New York

Sheperd, Richard
State University of New York
New Paltz, New York

Siegel, Suzanne
Hunter College Library
New York, New York

Silverman, Lucille
Queens College Library
Flushing, New York

Simpson, Alan
Hofstra University Library
Hempstead, New York

Simmons, Marion L.
"METRO"
New York, New York

Skurdenis-Smircich, Juliann
Pratt Institute
Brooklyn, New York

Stubbs, Edward N.
Queensborough Comm. Coll. Lib.
Bayside, New York

Svuksts, Erika
Brooklyn College Library
Brooklyn, New York

Taub, Edith A.
Hunter Coll. in the Bronx Lib.
Bronx, New York

Terry, Edwin W.
Bronx Comm. Coll. Library
Bronx, New York

Thom, Ian W.
Queens College Library
Flushing, New York

Topolic, Irene S.
Hunter College Library
New York, New York

Tripicchio, Angelo
Kingsborough Comm. Coll. Lib.
Brooklyn, New York

Tung, Timothy
City College Library
New York, New York

Viscarra, Joseph R.
N. Y. City Comm. College
Brooklyn, New York

Vitrogen, Blanche
Brooklyn College Library
Brooklyn, New York

Von Der Osten, Marjorie C.
Staten Island Comm. Coll. Lib.
Staten Island, New York

Waddell, Samuel J.
Hunter-Bellevue Nursing
Education Library
New York, New York

Ward, Edith
Graduate Center/Project
URBANDOC
City University of New York
New York, New York

Washburn, Howard D.
John Jay College of Criminal
Justice Library
New York, New York

Weiss, Joseph
Hunter College Library
New York, New York

Wiles, Raymond R.
Queens College Library
Flushing, New York

Wood, Barbara J.
City College Library
New York, New York

Wortzel, Murray N.
Hunter Coll. in the Bronx Lib.
Bronx, New York

Wynar, Bohdan S.
School of Library Science
State University College
Geneseo, New York

Wynar, Mrs. Bohdan S.

Yen, Barbara
City College Library
New York, New York

Young, Kenneth T.
The Asia Society
New York, New York

Yourman, Madeline C.
Brooklyn College Library
Brooklyn, New York

Yu, Vincent K.
Hunter College Library
New York, New York

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Kingsborough Community College

MARNESBA HILL, Vice-President
Hunter College in the Bronx

WILMA HAWKINS, Secretary
Staten Island Community College

ERIKA SVUKSTS, Treasurer
Brooklyn College

competence could readily be shared. And to go to a genuine extreme, could not the competence of top administrative personnel also be shared? Is this not, in fact, what happens when good administrators share the wealth as consultants?

Now remembering that all of these are but a scattering of the shibboleths which may limit our view, let me come to the promise of cooperation. There is no need, I'm sure, to convince you of the effectiveness or usefulness of cooperation. There may be some point in marking out special areas for greater attention, and I would like to supplement your own thinking with some indications of quite recent developments in standardization which will affect your planning.

The areas least amenable to change through cooperation are those requiring institutional responsibility beyond the library. When the whole academic institution is involved and the top academic administration must act, the restraints are frequently unassailable. Thus, when it comes to statistics, library cooperation is confined within rather narrow limits. But even then, there are useful possibilities. The clear acceptance of standard reporting will promote the usefulness of comparative salary statistics, of types and numbers of staff, of normal work loads and production. Standard reporting could give a validity to measures of library budget vis-a-vis institutional spending which it does not have now. The key words are "standard reporting." You will presently recognize the purpose behind my insistence on adding considerations of standardization, without which there is no real prospect for cooperation.

In the two other areas of administrative pressure we mentioned, building by collections and unrestrained proliferation of graduate programs, standardization takes on the character of cooperative agreements. Every institution can help formulate and observe a standard for its basic collection and the programs it can support. This much is amenable to standardization. You can see this kind of measure expressed in the Junior College lists, in the UCLA-ALA Undergraduate Library List, and in increasing numbers of selected subject bibliographies. As these basic needs are met by each concerned institution, the itinerant student numbers will become smaller, and those with more special needs may be more kindly received. Nonetheless, effective action in these areas will be directly proportionate to the acceptance of the library administrator in the power structure. (Mr. Munn is not hopeful; perhaps the growing range of accepted standard tools will at the least provide more ammunition.)

In the fields of technical processing, the future of cooperation is clearly bright and full of promise. This is an area where the effectiveness of cooperation between my own institution and Duke University can be amply demonstrated. For nearly forty years our two libraries have shared the building of our collections to such a degree that our combined three and a half million volumes constitute a joint resource equal to that of any of the greatest academic institutions of this country. We share our catalog entries, we consult on every costly purchase, we buy many costly items jointly, with free disposition of location, and we have a continuing program of collection building by subject fields by geographic and language areas. We hold periodic meetings of key academic administrators and key library personnel to review and renew agreements, as needed. We now maintain a daily delivery service, not only with Duke, but to all the principal libraries of our region. For communications, we use TWX and leased lines. Recently, having published our serial catalog in book form, we have supplied the format to our sister libraries so as to enable uniform combined listing when the other libraries complete their records in machine digestible form. All this is good and we are proud of what we have accomplished, but it is still far from good enough. We have not yet succeeded in dividing the total acquisitions effort or the cataloging effort, but we're studying it.

There is real promise in the fullest utilization of the new L. C. control file for cataloging, and the potential of book identification numbers for acquisitions is enormous. You are all aware of the present effort of USASI/Z39 to develop an American standard for book identification numbers. Full implementation of such a standard could reduce our accounting and identification load by 90%. Every stage of the processing effort could be fed into the record mechanically and the entire record could be tapped instantaneously. This is not the star-gazing of a machine nut, but economically sound today, if we had a book number for each item received. Current planning for a parallel serial and periodical identification code will soon close one enormous gap in machine-assisted reduction of processing effort. There are other aspects of our cooperation, but these are fundamental for processing.

Our facilities for cooperation in the fields of public service are more limited than yours, but you may wish to consider our devices. We each care for our undergraduate student numbers, but for rare exceptions even an undergraduate may have total access to both libraries. It is a ten minute drive between the two libraries; if the need is urgent, a daily pick up and delivery service operates for the Interlibrary Center.

You are now thinking that our problems are so much more simple than yours; in one sense only is this correct. Yours are far more numerous, but they are only more of the same. After all, Duke University is a private institution, self-limited in enrollment, and having no compulsion on it to serve the general public or a state institution. It is governed by a traditional and tight-fisted Board, just as are many of your institutions. Yet note that we have negotiated similar joint use agreements with literally every nearby specialized library resource in range of our truck service, that is within a radius of some thirty miles. To us it is nearly incomprehensible that the more than two hundred libraries of this area do not have long-standing cooperative programs in being. No one can argue with the propositions that an undergraduate institution has full responsibility for the needs of its own students. But equally undeniable is the premise that any library owning unique material has an inherent responsibility to make it available for productive advanced study. Surely, it has the right to set the conditions of use, but it should strive to make them as mild as possible.

Until recently one might have looked to a great union catalog as the hub of a full circle of information. With the rapidly developing technology, you can now look to a better solution. Your geographic spread is small; you can readily consider a central bibliographic store, with-on-line real-time communication from a variety of using institutions. This too you may see as blue-sky stuff, but current planning for standards leads me to believe we are getting at least within rocket range. The book-number standard will be a first step. Retrospective titles will have to be assigned identification numbers. The serial title identification code is another step. A government bureau is working on a standard source code for federal documents, including technical reports. All of these are difficult and will take time; that time can be shortened by actively taking part in developing the standards and preparing your own libraries for extensive cooperation.

There are increasingly cogent arguments for planning such cooperation now. A recent ACLS report on the research libraries of our nation marks the limits of unrestrained growth in many places and suggests the inevitability of cooperative services as the only visible solution. Unless large libraries find ways to limit their costs, they may well cost themselves right out of the business. This report also confirms the growing movement towards a carefully planned network of library resources, in which the resources of your major libraries will certainly comprise one major element. Your own state-wide planning for library service may well require you to move ahead of national planning, but the requirements are the same.

It is now incumbent upon all of us to join forces to reach goals far beyond the reach of any one of us. The first elements for all of us are the same, agreements on national standards for methods and form of entry, for the various attainable levels of analysis, for as many conventions for common factors as we can devise, and for a standard machine language and format. You will have a broad range of varied agreements for common service to negotiate, and will undoubtedly develop a common form of service exchange unit, possibly priced. You will find, as we have, that each form of cooperation leads to others, and the sum is a glorious extension of the services it is in your mission to give.

Closing Remarks: David Peele

I was asked by President Karkhanis to make some remarks by way of conclusion. I was not told exactly what I should do in this context. If my instructions were to be phrased in a sentence, they would be, "say anything, but say something". In saying something I will ask you to recall what is obvious from my handling of the questions thus far - summarizing is not one of my great talents. You have perhaps heard of the marvelous computer whose inventor claimed it could instantly translate English into Russian? A group of dignitaries were assembled and the English phrase "out of sight, out of mind" was fed into the computer, which immediately produced the Russian translation. Regrettably it was discovered that of all the many visiting dignitaries who were there, none of them could speak Russian or read it, so they asked that the Russian translation be fed back into the computer to come out in English again, which was done, and it came out "invisible idiot". This is like the old party game you know where some person whispers something into someone's ear and it goes around in a circle and by the time it reaches the end there is incredible distortion. What I say may not be what you got. So be it.

The universals uttered here have to be translated into specifics back home. Perhaps my first point is that I really think that they should be. In the March 15th issue of LIBRARY JOURNAL, Eric Moon quoted the *enfant terrible* of the library profession, Verner Clapp (perhaps he is the adult terrible by this time) in saying that there is plenty of money available for library research (Mr. Arbeit told you the same thing) and that as a result, the profession had been surveyed to death. Clapp cited 17 studies done for the National Advisory Commission on Libraries and asked what the hell we are going to do with all this information. What the hell are we going to do here? One thing I think perhaps is true. I believe that the remarks that all the speakers have made point to the necessity for fighting. Dr. Orne spoke of the Moon article and the inability of library administrators to exert any real power. Dr. McCarthy used a nicer phrase, he said we must educate our Presidents. As many of the chief librarians of The City University of New York know, you may even have to beat them over the head. Interlibrary cooperation of the various types mentioned here can only be done if there is money. That money comes from the university. The Department of Political Science wants it just as much as the Library does, so we have to fight for it, and we have to fight for Mr. Arbeit's space. We cannot be the little old ladies with buns whose chief thrill comes in changing the date due stamp. We have to become versed in power politics and to know who the movers and shakers are in the university and to get to them.

In Carl Cox's speech this morning he told us that the efforts in SUNY to cooperate, in I think nearly every case, were done first of all at the local level. The local level initiated the cooperation; it was never handed down from on high. In other words, it built up from the bottom and this is of some relevance to us here now at The City University in considering the question of the imposition of a university Dean of Libraries which is coming down from the top to us. There is strong division of opinion on the question of having a university Dean of Libraries. Those who do not like the idea speak of having one more layer of bureaucracy with the inevitable slowing down of accomplishment. They feel that the existing Council of Chief Librarians for planning at a university cooperative level is sufficient. They also fear the destruction of what might be called local pride. To take a specific example, at Staten Island Community College we have a good collection of works of modern poetry which has been built up with the help of an enthusiastic and knowledgeable member of the English Department. Should a university Dean of Libraries be appointed, he would look at our catalog and see that Staten Island Community College offers English 1, English 2, survey courses of English Literature and he might very well say that an in-depth collection of modern poetry has no place at a community college library. It should be transferred to Hunter or City or one of the other places where advanced work on English is given, in which case Staten Island loses not only the collection, but very possibly the enthusiastic and knowledgeable professor who was instrumental in building it up. He transfers with the collection to whatever unit of City University it was transferred to, and Staten Island thus loses this local pride of which I spoke. Rather than having something unique, which makes us feel a distinctive part of The City University with something to contribute, we simply become a cog in the university machine. It is precisely this point that those who support a university Dean of Libraries take off from, the feeling being that each Chief Librarian in Stephen Leacock's famous phrase, "Jumps on his horse and rides madly off in all directions". Everyone is trying to be unique and a strong head man in the way of cooperation than the Council of Chief Librarians have thus far been able to accomplish. So the division of opinion here is a strong one and the arguments on both sides I have tried to sum up as best I could.

I failed in this afternoon's program to thank our two speakers, Dr. Orne and Prof. Arbeit. In fact I have a feeling that after the meeting is over Dr. Orne and Prof. Arbeit should get together and have a little talk since they seem to have slightly opposing view points on some of the things that they mentioned. I would like to mention to all of you that there will be a reception at which some form of liquid refreshment will be served on this floor in the lounge where we had the coffee this morning.

I would like to thank all of you for attending this afternoon and to declare the conference closed.

APPENDIX A

A SELECTIVE BIBLIOGRAPHY ON LIBRARY COOPERATION

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APPENDIX B

COMPANIES PRESENTING EXHIBITS OF PRODUCTS USEFUL IN MAKING POSSIBLE COOPERATIVE TECHNIQUES AND SERVICES IN LIBRARY SYSTEMS

The Baker and Taylor Company
1405 North Broad Street
Hillside, New Jersey

Bro-Dart, Inc.
56 Earl Street
Newark, New Jersey

IBM Corporation
59 Maiden Lane
New York, New York

Polaroid Corporation
549 Technology Square
Cambridge, Massachusetts

Remington Rand Library Bureau
Sperry Rand Bldg.
1290 Avenue of the Americas
New York, New York 10019

Roman & Littlefield, Inc.
84 Fifth Avenue
New York, New York

Sedgwick Printout Systems
410 East 62nd Street
New York, New York

3M Business Products Sales, Inc.
900 Walt Whitman Road
Melville, New York

APPENDIX C

ROSTER OF PARTICIPANTS

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New York, New York

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Bailey, Lucille
Hunter College Library
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Balaban, Vivian
Hunter-Bellevue Nursing
School
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Barnes, Elizabeth
Hofstra University Library
Hempstead, New York

Bartlett, Judith G.
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Bayside, New York

Baum, Joan H.
Bronx Community Library
Bronx, New York

Biancardo, Lena L.
Queens College Library
Flushing, New York

Birnbaum, Robert
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City University of New York
New York, New York

Blatt, Ann
City College Library
New York, New York

Bousefield, Humphrey G.
Brooklyn College Library
Brooklyn, New York

Bower, Lester
Borough of Manhattan Comm.
College Library
New York, New York

Bowie, Claire D.
Library for Freshman Program
Graduate Center, City Univ.
of New York
New York, New York

Brauch, Patricia
Brooklyn College Library
Brooklyn, New York

Brewer, Joseph
Queens College Library
Flushing, New York

Brody, Catherine Tyler
N. Y. C. Comm. Coll. Lib.
Brooklyn, New York

Bryk, Donald
Queensborough Comm. Coll. Lib.
Bayside, New York

Cassell, Kay Ann
Brooklyn College Library
Brooklyn, New York

Cataldo, Ada C.
Staten Island Comm. Coll. Lib.
Staten Island, New York

Cesario, Virginia N.
City College Library
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Chambers, Frances
City College Library
New York, New York

Chen, Ching-pan
New York University Library
New York, New York

Chmela, Alois A.
Queensborough Comm. Coll. Lib.
New York, New York

Ciolli, Antoinette
Brooklyn College Library
Brooklyn, New York

Cline, Herman H.
City College Library
New York, New York

Clune, John R.
Kingsborough Comm. Coll. Lib.
Brooklyn, New York

Cohen, Allen
John Jay College of Criminal
Justice Library
New York, New York

Colby, Robert A.
Queens College, Dept.
of Library Science
Flushing, New York

Collins, Millicent E.
Hunter College Library
New York, New York

Cory, John Mackenzie
N. Y. Public Lib. & "METRO"
New York, New York

Couturier, Fernande
Graduate Center Library,
City Univ. of New York
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Cox, Carl R.
Hunter Coll. in the Bronx Lib.
Bronx, New York

Creelman, Katherine
Brooklyn College Library
Brooklyn, New York

Dahl, Joyce K.
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Daniel, Wendell
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Deily, Robert H.
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Diamond, Zosia Seitz
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Brooklyn, New York

Didyk, Regina
Asst. to the Borough Pres.
of Richmond
Staten Island, New York

Dodonay, George R.
Borough of Manhattan
Comm. College Library
New York, New York

Dudley, Laura
Hofstra University Library
Hempstead, New York

Dunlap, Joseph R.
City College Library
New York, New York

Egervary, Lajos
Baruch College Library
New York, New York

Eiberson, Harold
Baruch College Library
New York, New York

Eldot, Eleanor
Queensborough Comm. Coll. Lib.
Bayside, New York

Estes, Rice
Pratt Institute Library
Brooklyn, New York

Field, Rochelle
Graduate Center/Project
Urbandoc
City University of N. Y.
New York, New York

Finley, Vernon R.
Brooklyn College Library
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Fontana, Nicholas
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Brooklyn, New York

Foster, Barbara
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Frangipane, Thomas
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Frantz, John C.
Brooklyn Public Library
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Freyer, Kenneth
Queens College Library
Flushing, New York

Gabbay, Michele
Staten Island Comm. Coll.
Staten Island, New York

Garoogian, Andrew
Brooklyn College Library
Brooklyn, New York

Garwood, Sam
Brooklyn College Library
Brooklyn, New York

Gelfand, Morris A.
Queens College Library
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Gilligan, Rose
Hunter College Library
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Gilman, Charles F.
Brooklyn College Library
Brooklyn, New York

Goldzweig, Arthur
Hunter College Library
New York, New York

Gottesman, Magda Kahan
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Goudreau, Ronald A.
City College Library
New York, New York

Gration, Selby U.
State Univ. of N.Y. - Coll.
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Cortland, New York

Greenberg, Emil
Borough of Manhattan Comm.
College Library
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Greener, Barbara R.
Queens College Music Lib.
Flushing, New York

Guido, John
Hofstra University Library
Hempstead, New York

Hallborg, Dorothy J.
Hofstra University Library
Hempstead, New York

Halpern, Herbert
Hunter College Library
New York, New York

Harrison, Bradford
Academy of Aeronautics
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Hart, Joseph T.
Fordham University Lib.
Bronx, New York

Hathaway, George W.
Brooklyn College Library
Brooklyn, New York

Hause, Aaron
Hofstra University Library
Hempstead, New York

Havens, Shirley
Library Journal
New York, New York

Hawkins, Wilma E.
Staten Island Comm. Coll. Lib.
Staten Island, New York

Herstein, Sheila R.
City College Library
New York, New York

Hill, Marnesba
Hunter Coll. in the Bronx Lib.
Bronx, New York

Hillman, Barbara
Graduate Center Library,
City University of N.Y.
New York, New York

Hilmeno, Emma Lee
Brooklyn College Library
Brooklyn, New York

Hodgson, Thomas
N.Y. City Comm. College
Brooklyn, New York

Hogan, Madeleine
Queens College Music Lib.
Flushing, New York

Holzman, Lois
Taylor, Lieberfeld & Heldman, Inc.
New York, New York

Huang, Jenn C.
Brooklyn College Library
Brooklyn, New York

James, Olive C.
Queens College Library
Flushing, New York

Jarrett, Gladys W.
York College Library
Bayside, New York

Johnson, Clifford R.
Graduate Center/URBANDOC
City University of New York
New York, New York

Johnson, Richard W.
Brooklyn College Library
Brooklyn, New York

Jones, Harold D.
Brooklyn College Library
Brooklyn, New York

Josey, E. J.
State University of New York
Albany, New York

Jurkus, Vida
Queens College Library
Flushing, New York

Kager, John J.
Westchester Comm. College
Valhalla, New York

Kapotsy, Bela
Hunter College Library
New York, New York

Karkhanis, Sharad
Kingsborough Comm. Coll. Lib.
Brooklyn, New York

Kates, Ethel
Hofstra University Library
Hempstead, New York

Kaufman, Shoshana
Queens College Library
Flushing, New York

Kellogg, Jeanette
Hunter Coll. in the Bronx Lib.
Bronx, New York

Kneebone, Sydney A.
City College Library
New York, New York

Kolliner, Jean S.
Bronx Community College
Bronx, New York

Kovacs, Helen
Medical Research Library
of Brooklyn
Brooklyn, New York

Kreissman, Bernard
City College Library
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Kublin, Hyman
Graduate Center/City Univ. of N. Y.
New York, New York

Kuhn, Martin A.
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Staten Island, New York

Kuhner, Robert A.
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LaBudde, Kenneth J.
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Kansas City, Missouri

Lachman, Seymour P.
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Brooklyn, New York

Lane, Ruth M.
Bronx Comm. Coll. Lib.
Bronx, New York

Lee, Tai Moon
State University of N. Y.
Albany, New York

Leonard, Katherine E.
Brooklyn College Library
Brooklyn, New York

Lester, Lillian
Brooklyn College Library
Brooklyn, New York

Levine, Edna Susan
Kingsborough Community Coll.
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Levkovitz, Susan
Graduate Center Library,
City Univ. of N. Y.
New York, New York

Lieberfeld, Lawrence
Taylor, Lieberfeld & Heldman, Inc.
New York, New York

Lippoth, Elizabeth
City College Library
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Liu, Ching-leou
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Lowe, Mildred
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Farmingdale, New York

Lutzsky, Svitlana
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Maritime College Library,
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Marshall, Joan K.
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Offricht, Paula
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Omelchenko, William
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Orne, Jerrold
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Queens College Science Library
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Palmer, Robert B.
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Papalardo, Charles
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Papp, Susan
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Parise, William C., Jr.
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Peele, David
Staten Island Comm. Coll. Lib.
Staten Island, New York

Peldzus, Jackie
Brooklyn College Library
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Penchansky, Mimi B.
Queens College Library
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Peterson, Melva
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Petrie, Claude, Jr.
Hunter College Library
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Poock, George C.
Engineering Index, Inc.
New York, New York

Pope, Michael
Dutchess Comm. Coll. Lib.
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Preminger, Alex
Brooklyn College Library
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Randall, Ann
Queens College Library
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Regalbuto, Virgil R.
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Flushing, New York

Regan, Muriel
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Richmond, Pauline F.
Queens College Library
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Robinson, Rae F.
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New York, New York

Rodgers, Nancy
Hofstra University Library
Hempstead, New York

Romeo, Louis J.
Borough of Manhattan Comm.
College Library
New York, New York

Ross, Sylvia H.
Hunter College Library
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Roth, Harold L.
Baker and Taylor Co.
Hillside, New Jersey

Rothe, Charles
Brooklyn College Library
Brooklyn, New York

Rowell, Gordon A.
Kingsborough Comm. Coll. Lib.
Brooklyn, New York

Rowell, Margaret K.
Graduate Center Lib., City
University of N.Y.
New York, New York

Rudyk, Martha
Queens College Library
Flushing, New York

Sampson, Dorothy H.
Lib. for Freshman Program/
Graduate Center
City University of New York
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Samuelson, Karen
Hunter College Library
New York, New York

Sanger, Carol
Queensborough Comm. Coll. Lib.
Bayside, New York

Shaffer, Earl R.
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Schleifer, Harold B.
Hunter Coll. in the Bronx Lib.
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Schneider, Adele
Kingsborough Comm. Coll. Lib.

Schneider, Lois
Queens College Library
Flushing, New York

Schuman, Patricia
N.Y. City Comm. Coll. Lib.
Brooklyn, New York

Schwabacher, Robert
Hunter College Library
New York, New York

Schwartz, Amelia
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Schwartz, Ronald
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Sellen, Betty-Carol
Brooklyn College Library
Brooklyn, New York

Sellers, Rose Z.
Brooklyn College Library
Brooklyn, New York

Sessions, Vivian S.
Graduate Center/Project URBANDOC
City University of New York
New York, New York

Sestay, Catherine
Queensborough Comm. Coll. Lib.
Bayside, New York

Shannon, Michael
Hunter College in the Bronx Lib.
Bronx, New York

Sharify, Nasser
State University of New York
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Sheperd, Richard
State University of New York
New Paltz, New York

Siegel, Suzanne
Hunter College Library
New York, New York

Silverman, Lucille
Queens College Library
Flushing, New York

Simpson, Alan
Hofstra University Library
Hempstead, New York

Simmons, Marion L.
"METRO"
New York, New York

Skurdenis-Smircich, Juliann
Pratt Institute
Brooklyn, New York

Stubbs, Edward N.
Queensborough Comm. Coll. Lib.
Bayside, New York

Svuksts, Erika
Brooklyn College Library
Brooklyn, New York

Taub, Edith A.
Hunter Coll. in the Bronx Lib.
Bronx, New York

Terry, Edwin W.
Bronx Comm. Coll. Library
Bronx, New York

Thom, Ian W.
Queens College Library
Flushing, New York

Topolic, Irene S.
Hunter College Library
New York, New York

Tripicchio, Angelo
Kingsborough Comm. Coll. Lib.
Brooklyn, New York

Tung, Timothy
City College Library
New York, New York

Viscarra, Joseph R.
N. Y. City Comm. College
Brooklyn, New York

Vitrogen, Blanche
Brooklyn College Library
Brooklyn, New York

Von Der Osten, Marjorie C.
Staten Island Comm. Coll. Lib.
Staten Island, New York

Waddell, Samuel J.
Hunter-Bellevue Nursing
Education Library
New York, New York

Ward, Edith
Graduate Center/Project
URBANDOC
City University of New York
New York, New York

Washburn, Howard D.
John Jay College of Criminal
Justice Library
New York, New York

Weiss, Joseph
Hunter College Library
New York, New York

Wiles, Raymond R.
Queens College Library
Flushing, New York

Wood, Barbara J.
City College Library
New York, New York

Wortzel, Murray N.
Hunter Coll. in the Bronx Lib.
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Wynar, Bohdan S.
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Geneseo, New York

Wynar, Mrs. Bohdan S.

Yen, Barbara
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Young, Kenneth T.
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Yourman, Madeline C.
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Yu, Vincent K.
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New York, New York

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Kingsborough Community College

MARNESBA HILL, Vice-President
Hunter College in the Bronx

WILMA HAWKINS, Secretary
Staten Island Community College

ERIKA SVUKSTS, Treasurer
Brooklyn College

NEW DIRECTIONS FOR THE CITY UNIVERSITY LIBRARIES

Registration and Coffee Hour 9:15 – 9:45 a.m.

MORNING PROGRAM 10:00 – 11:45 a.m.

Greetings and Introductions

David Peele, Presiding Officer of the Conference
Sharad Karkhanis, President, Library Association of the City University of New York

Representatives of the
Office of the Chancellor of the City University of New York
Office of the Dean, the Graduate Center of the City University of New York
Office of the Chancellor of the State University of New York

Library Cooperation in a State University System
Carl R. Cox, Director, Library Systems, State University of New York

Research Library Cooperation: Nationwide Assessment
Stephen A. McCarthy, Executive Director, Association of College and Research Libraries

Discussion

LUNCHEON 12:00 noon – 1:45 p.m.

Washington – Peking Dialogue

an address by

The Honorable Kenneth T. Young, President, The Asia Society

AFTERNOON PROGRAM 1:45 – 4:30 p.m.

Tours and Exhibits 1:45 – 2:30 p.m.
Harold Jones, Brooklyn College

Library Facilities in the City University System
Arnold A. Arbeit, Director, College Programming Services, City University of New York

Library Cooperation in a Metropolitan Area
Jerrold Orne, Librarian, University of North Carolina Library

Discussion

RECEPTION 4:30 – 5:00 p.m.

EXHIBITS

Eastman Kodak

International Business Machines

Bro Dart

The entire program, except for tours, will be held in the Brooklyn College Student Center, Campus Road North and East 27th Street.

Tours of the Brooklyn College Library will start from the Library's Exhibit Gallery (First Floor).

The Conference gratefully acknowledges the assistance of the Chancellor's Office of the City University of New York, the Dean of the Graduate Center of the City University of New York, and the State University of New York.

The Library Association of the City University of New York, which is sponsoring the Conference, is composed of the librarians of the senior municipal colleges, the community colleges, and the Graduate Center, which comprise the City University of New York:

Borough of Manhattan Community College
Bronx Community College
Brooklyn College
The City College
The Graduate Center
Hunter College
John Jay College of Criminal Justice
Kingsborough Community College
New York City Community College
Queens College
Queensborough Community College
Richmond College
Staten Island Community College
York College

The purpose of the Association is:

> "to encourage cooperation among the libraries of the City University of New York, to stimulate the professional growth of the librarians on their respective staffs, and to promote the interests of the members of the Association."

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